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ABSTRACT

The federally funded Bilingual Education Multifunctional Resource Center (BEMRC) provides support services to programs and individuals serving students of limited English proficiency (LEP) in Alabama, Arkansas, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, and Tennessee. LEP students in the mostly rural areas come from over 60 language groups. The largest groups are Native American, Hispanic, and Asian. During its first year of operation (October 1, 1992-September 30, 1993), BEMRC conducted 506 service activities, 502 of which were major workshops and technical assistance activities. Staff and consultants provided services to 19,210 individual clients, principally school personnel, at four levels (statewide, regional, multi-district, local), of four types (technical assistance, workshop, meeting, conference/institute), and on a variety of topics (project management, curriculum and instruction, culture/counseling, parent/community involvement). BEMRC invited state education agency representatives to meet to discuss procedures for coordinating and planning specific activities for each state. A 2-day regional workshop was held for all Title VII project directors or representatives, enhancing collaboration. BEMRC also conducted training workshops in areas of importance to various projects and provided on-site technical assistance services and workshops. Workshops were well received by participants. An additional product was a resource book on serving LEP students in vocational/career education programs. (Author/MSE)

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Bilingual Education
Multifunctional Resource Center
Service Area 4

ED 366 174

ANNUAL PERFORMANCE REPORT

1992-1993

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Bilingual Education Multifunctional Resource Center

Service Area 4

Contract #T292010004

RFP #92-021

FINAL PERFORMANCE REPORT

1992 - 1993

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SECTION I

EXECUTIVE SUMMARY

SECTION I

EXECUTIVE SUMMARY

The Bilingual Education Multifunctional Resource Center (BEMRC) is administered by the University of Oklahoma (OU) under U.S. Department of Education Contract #T292010004 to provide support services to programs and individuals serving students of limited English proficiency in Service Area 4 which encompasses Alabama, Arkansas, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, and Tennessee. Primary service recipients are Title VII instructional programs located at local educational agencies (LEAs).

Service Area 4 is mostly rural, with scattered populations and occasional metropolitan areas such as Atlanta, Birmingham, Charleston, Charlotte, Little Rock, Memphis, Mobile, Nashville, New Orleans, Oklahoma City, Shreveport, and Tulsa. The largest single ethnic group represented in the region statistics is the Native American population with heavy concentrations in Oklahoma. Hispanics congregate largely in Georgia, Oklahoma, and Louisiana, while Asians have large populations in Georgia, North Carolina, Oklahoma and Tennessee. Specifically, the LEP students in the region come from over 60 different language groups. None of the states in the region mandates bilingual education; two provide funds for it; and none prohibits it.

During the first year of operation from October 1, 1992 through September 30, 1993, the Center conducted a total of 560 service activities, 502 of which were major workshops and technical assistance activities. The Center's staff and consultants provided services to 19,210 individual clients with a total of 6,025 service hours.

The Center's services to its clients were conducted along three dimensions: by the LEVEL of activity (statewide, regional, multi-district, or local), by the TYPE or MODE of activity (technical assistance, workshop, meeting, or conference/institute), and by TOPIC of services provided (project management, curriculum and instruction, culture/counseling, or parent/community involvement). Coordination efforts and individual service activities intermixed for maximal impact and cost efficiency. Services were provided to individuals serving all viable ethnolinguistic groups in the service area. Of those receiving the Center's services during the contract year, 10,631 were teachers and paraprofessionals and 6,697 were school administrators.

Early in the contract year, the Center invited SEA representatives in the service area to a coordination meeting to discuss procedures for coordination and plan specific activities for each state. In all phases of its operation, the BEMRC maintained strong collaborative and working relationships with the SEAs in its service area. They are critical watchdogs for the Center's provision of services. They play key roles in defining local district needs, in reviewing the Center's plan of services and in implementing the approved plan.

Also a two-day regional workshop was held for all Title VII project directors or their representatives. As a result, interactions between the Center and its clients have been excellent and collaborative efforts have been at the highest level as evidenced by the number of the activities of this kind in each state.

In collaboration with the IHEs in the region and other federally-funded agencies as well as professional organizations, the Center conducted a number of training workshops in the areas of critical importance to various projects. Participants to these workshops could receive college credits through the sponsoring universities and colleges. This was an attempt to address the needs of teacher's certification and endorsement in bilingual education.

In addition to multi-district activities, in an effort to meet specific individual projects' needs, the Center also provided on-site technical assistance services and workshops. The content of these local activities varied from project to project depending on specific local needs and the ethnolinguistic background of children in the programs.

Evidence of the Center's impact through its services can be found in two sources. The first evidence for program impact comes from the number of clients being served. During the year, the Center reached out to over 10,631 teachers and paraprofessionals, those who were in daily contact with LEP students and were directly responsible for their education. The next group that benefitted from our services was school administrators who were responsible for education programs. 6,697 of them received the Center's services. 851 other school personnel and 1,031 parents also were our clients during the year.

The second source of evidence for program impact comes from the participants at workshops. Their average rating for their personal learning was over 4.54 on a scale of 1 (low) to 5 (high). They also provided qualitative evaluation comments documenting their personal learning. Personal learning ranged from very general changes in, or reinforcement of attitudes and knowledge, to the listing of specific ideas which the participant would apply in the near future. Over 57% of capacity building training topics were focused on English language development and content area methods and techniques.

In the special information gathering area, through extensive library facilities, computerized facilities on research and contacts in the field, the Center completed a resource book on Serving Limited English Proficient Students in Vocational Education/Career Education Programs. This booklet provides a legislative background of vocational education, an overview of the various vocational and career education programs, an annotated bibliography on the topic and other available resources.

In conclusion, the Bilingual Education Multifunctional Resource Center successfully completed the scope of its RFP and contract. The BEMRC provided flexible and needed services to those working with students of limited English proficiency. Through constant contacts with local project and close cooperation and collaboration with the SEAs, the IHEs and other federally-funded agencies the Center services met local needs and the needs of key participants, and were delivered in a cost-effective manner.

SECTION II

MAJOR ACTIVITIES

SECTION II

MAJOR ACTIVITIES

This section is divided into two parts. The first part gives a brief description of the Bilingual Education Multifunctional Resource Center (hereinafter referred to as BEMRC or the Center). The description includes our staff, facilities and resources, and our general mode of operation. Also included in this part is a description of Service Area 4, number and types of programs in each state within the area, and general characteristics of the LEP populations of the region.

The second part presents a summary description of the major activities BEMRC conducted from October 1, 1992, through September 30, 1993. The narrative is supplemented by figures and tables detailing our performance. This part also includes details of the Regional Workshop and Coordinating Meeting with LEA's and SEA's in the service area.

PART A

BEMRC AND SERVICE AREA 4

1. Introduction

The Bilingual Education Multifunctional Resource Center (BEMRC) is one of the 16 multifunctional resource centers under contract with the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to provide training and technical assistance to Title VII funded Classroom Instructional Programs serving limited English proficient (LEP) students. The Center serves Service Area 4, a nine-state region which includes the states of Alabama, Arkansas, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina and Tennessee. Coordination with State Education Agencies (SEA's), Local Education Agencies (LEA's), and other agencies and organizations is an important part of the Center's delivery of services to its clients. The main office of the BEMRC is located on the campus of the University of Oklahoma in Norman. The Center is housed within the University's Division of Public and Community Services, College of Continuing Education. In order to keep in close contact with our clients in the service area, we have set up two field offices in Atlanta, Georgia, and Sunset, Louisiana, staffed by a coordinator each. The coordinators work out of their homes. They are the BEMRC contacts to clients in the states of Georgia, North Carolina and South Carolina, Louisiana, Alabama and Mississippi. However, requests for service from all of the nine states must be made to the main office in Norman, Oklahoma.

The purpose of the Center is to assist State Education Agencies and School Districts within Service Area 4 region to increase their capacity to provide equal educational opportunities for students of limited English proficiency (LEP) by:

1. Providing technical assistance and training in implementing programs for LEP students.
2. Helping programs build capacity for the institutionalization of services to LEP students.
3. Coordinating all support efforts of federally and non-federally funded programs, agencies, and community organizations in assisting LEP students.
4. Developing a network of support services throughout Service Area 4 in collaboration with the National Clearinghouse on Bilingual Education (NCBE) and the Evaluation Assistance Centers.
5. Incorporating the National Education Goals and Strategies in training and technical assistance activities.

2. **BEMRC Staff**

The BEMRC professional staff, much like the service area it serves, is multi-ethnic and multi-lingual. Taken together, the staff represents a wide variety of teaching, administrative, and consultation experiences as well as diverse academic backgrounds. The Center staff represents the major ethnic groups of the region: Asian, Hispanic, American Indian, and White American. Following are brief descriptions of the professional staff during the past year.

Hai T. Tran (Ph.D., Cornell), Director of the Center, has been involved in bilingual education for over ten years. His previous experience includes service as program coordinator, field services coordinator, and senior trainer/consultant with Desegregation Assistance Centers and other Multifunctional Resource Centers. He has helped many school districts in the Midwest develop and implement educational programs addressing the needs of language minority students. Hai is national known for his expertise in bilingual education and ESL. He has conducted technical assistance and training for many SEAs and school districts throughout the country. He has been a keynote speaker at numerous national and state conferences on aspects of the education of LEP students. He also has published numerous articles on issues in bilingual education, the education of LEP students and second language teaching methods. His recent publications include the textbook series Transitions to English published by McGraw-Hill and The New Oxford Picture Dictionary published by Oxford University Press. In addition to Vietnamese, his native language, and English, Hai has a working knowledge of French and Khmer. He received his doctorate in linguistics from Cornell University. He is a former President of the National Association for Bilingual Education (NABE) and of the National Association for Asian and Pacific American Education (NAAPAE).

Eva Midobuche-Bernal (Ed.D., Texas A & M), Associate Director, has been involved in bilingual education for over 17 years. Her academic background includes a master's degree and a doctorate in bilingual education. Her professional experience includes serving as a Title VII bilingual classroom teacher, a consultant, an evaluator, ESL curriculum writer, a bilingual program supervisor and a professor teaching graduate and undergraduate classes in bilingual education at the University of Texas at El Paso. Dr. Midobuche-Bernal specializes in ESL methodology, Hispanic culture, curriculum development, parental involvement, multicultural education and assessment and placement of LEP students. She is a former Title VII doctoral fellow. She received her doctorate from Texas A & M University. She is fluent in Spanish, her first language, and English.

Mary Lou McCloskey (Ph.D., Georgia State) Dr. Mary Lou McCloskey considers her most important credential her teaching experience with students from many cultural and linguistic backgrounds in levels from pre-school through high school. She has also worked with the teachers of such students as trainer, coordinator, curriculum developer, and professor. Mary Lou's writings have appeared in such publications as the TESOL Quarterly and the Elementary School Journal. She has co-authored a textbook, Integrating English: Developing English Language and Literacy in the Multilingual Classroom, a program for young language learners called Teaching Language, Literature, and Culture; in Literature, and a literature anthology for high school ESOL called Voices in Literature. Mary Lou served as president of Georgia TESOL and is Second Vice President of international TESOL.

Earline Buckley (M.A, Southwestern Louisiana) Earline Buckley's educational background includes an M.A. in French and Spanish from the University of Southwestern Louisiana, a B.A. in Secondary Education, and Fulbright-Hayes and CREDIF international study programs. She holds certification in ESL, French, Spanish and English and has fifteen years experience teaching at various levels ranging from kindergarten through high school. She has ten additional years of involvement in bilingual education. Among the positions she has held are trainer and coordinator for the BEMRC-SA5 in Des Plaines, Illinois, Director of the Bilingual Education/ESOL Section of the Louisiana Department of Education, and trainer and materials specialist for the Bilingual Education Service Center at the University of Southwestern Louisiana in Lafayette, Louisiana.

David L. Bolman (Ed.D. Texas A & M) Dr. Bolman, has twelve years of experience as a public school teacher. In addition to teaching ESL at all levels, from pre-K through the twelfth grade, he has also taught Latin, French, Spanish and English. While working on his doctorate at Texas A & M University, he taught college English, computer literacy and language arts for teachers. Dr. Bolman specializes in ESL methodology, Hispanic culture, whole language, and ESL reading and writing. His educational background includes a B.S. in comprehensive English and an M.A. in English education from Ohio State University. He is a former Title VII doctoral fellow.

Helen R. Lim (Ph.D., University of Illinois) Dr. Lim received her doctorate in multicultural bilingual education as well as her Master of Arts in Applied Linguistics from the University of Illinois at Urbana-Champaign. She was an ABE/ESL Instructor for the Illinois Migrant Council. She also was a substitute teacher for the Urbana School District at the elementary and high school levels. Her other experiences include an adjunct faculty appointment at the National Louis University in Evanston, Illinois, and an ESL teaching position at the Urbana Adult Education Center. While working on her doctorate at the University, she taught a social foundations course in education to undergraduates. She is a former Title VII fellow. Dr. Lim is also listed in the International Who's Who in

Education, 1987. She is proficient in Pilipino and Spanish and has a reading knowledge of French.

Michael Pratt (Ph.D., University of Oklahoma) Dr. Michael Pratt, a native Oklahoman and member of the Osage Tribe, is fluent in both Osage and English, and is the current executive director of Keepers of the Treasures for the Osage Tribe. Dr. Pratt received his Ph.D. in Anthropology, Ethnohistory and Speech Communication from the University of Oklahoma. He has been recognized nationally by the National Park Service, the Smithsonian, and National Historic Preservation Office among others, for contributions to the field of Native American Language and Culture, which includes developing the first curriculum for teaching and preserving the Osage vernacular.

3. **Center Resources and Facilities**

As mentioned earlier, BEMRC is part of the Division of Public and Community Services (PCS), College of Continuing Education at the University of Oklahoma. PCS has a long history of working with SEA's and LEA's in the areas of equity in education and multicultural education. The University of Oklahoma is a large comprehensive state university which has a high reputation for excellence not only in Oklahoma but also in the whole Service Area. It has extensive library holdings and all the facilities expected at any major university, (e.g., professional support staff, duplication and printing facilities, accounting services, mainframe computing services, electronic communication systems, etc.).

The professional staff is supported by support personnel which includes a staff assistant, and a secretary. Facilities include a sizeable collection of books, pamphlets, and other documents on American Indian and bilingual education --all housed in a small resource library; several phone lines; personal computers and typewriters; a telefax machine; separate offices for each professional staff member; and two heavy-duty Xerox machines. (Large duplication jobs are handled through the University's central duplicating facilities). All in all, the Center staff have available all the modern equipment and facilities to perform their duties.

4. An Overview of Service Area 4

Service Area 4 is comprised of nine states in the southeastern region of the nation. Most of the states are rural, with scattered populations and occasional metropolitan areas. A majority of the Title VII programs in these states, especially in Oklahoma, are located in rural (and often remote) areas. Because these programs and their staff are often cut-off from the major metropolitan centers and institutions of higher education, there is a great need for on-site technical assistance. As such, the Center staff has had the pleasant experience of feeling wanted or being welcomed to these programs. In 1992-1993 the states in Service Area 4 had 104 federally-funded Title VII programs, including 42 transitional, 39 special alternative, 6 special population, 3 educational personnel training, 1 family English literacy, 4 short-term training, and 9 state education agency programs. Table 1 (page 11) summarizes the distribution of Title VII programs in the service area.

We have witnessed a steady increase in the numbers of language minority populations in Service Area 4. The most reliable figures available on the demographic breakdowns in SA-4 are found in the 1990 Census and the SEA surveys. It is generally

TABLE 1

SERVICE AREA 4
TITLE VII PROGRAMS 1992 - 1993

Type of Prog's	EPT	FEL	SAIP	SEA	SP	STT	TBE	TOTAL	
State								**N**	**%**
Alabama			2	1			1	**4**	**4**
Arkansas				1				**1**	**1**
Georgia			1	1		1		**3**	**3**
Louisiana			7	1		2	6	**16**	**15**
Mississippi			3	1	1			**5**	**5**
North Carolina	1			1				**2**	**2**
Oklahoma	2	1	25	1	5	1	34	**69**	**66**
South Carolina				1			1	**2**	**2**
Tennessee			1	1				**2**	**2**
TOTAL **N**	**3**	**1**	**39**	**9**	**6**	**4**	**42**	**104**	
%	**3**	**1**	**38**	**9**	**6**	**4**	**40**		**100**

Key: EPT = Educational Personnel Training

FEL = Family English Literacy

SAIP = Special Alternative Instructional Program

SEA = State Education Agency

SP = Special Population

STT = Short-Term Training

TBE = Transitional Bilingual Education Program acknowledged, though, that the actual figures are much higher than those officially reported. Table 2 (page 13) summarizes population data for each of the nine states in Service Area 4 by 4 ethnic minority classifications: American Indian, Asian, Hispanic, and African American. The largest single ethnic minority population represented in the region statistics is the African American population, totaling over 8 million persons in 1993. Of these, 1,746,565 are residents of Georgia. The second largest group is the Hispanic population, concentrated primarily in Georgia, Louisiana and Oklahoma. According to the 1990 Census there are 108,922 persons of Hispanic origin in Georgia, 93,044 in Louisiana, and 86,160 in Oklahoma. Again, it is important to note that due to underdocumentation of Hispanics, the actual figures may be as much as three times higher than the population count provided in census data. The same might also be true of the remaining states in Service Area 4. Of those documented, approximately 71% of persons of Hispanic origin reported Spanish as the language spoken at home.

The American Indian population is the third largest minority population with 420,553 in Service Area 4, with the Asian population fourth at 284,173. The majority of American Indians reside in Oklahoma, with significant numbers also living in North Carolina. The majority of the Asian population of Service Area 4 resides in Georgia, with high concentrations also seen in North Carolina, Lousiana, Oklahoma and Tennessee.

TABLE 2

SUMMARY OF ETHNIC POPULATIONS IN SERVICE AREA 4

STATE	American Indian	Hispanic	Asian	African American	Other	TOTAL	
						N	**%**
Alabama	16,506	24,629	21,797	1,020,705	5,782	**1,089,419**	**11**
Arkansas	12,773	19,876	12,530	373,912	6,766	**425,857**	**4**
Georgia	13,348	108,922	75,781	1,746,565	42,374	**1,986,990**	**19**
Louisiana	18,541	93,044	41,099	1,299,281	21,914	**1,473,879**	**14**
Mississippi	8,525	15,931	13,016	915,057	3,157	**955,686**	**9**
North Carolina	80,155	76,726	52,166	1,456,323	31,502	**1,696,872**	**17**
Oklahoma	252,420	86,160	33,563	233,801	42,289	**648,233**	**6**
South Carolina	8,246	30,551	2,382	1,039,884	9,217	**1,090,280**	**11**
Tennessee	10,039	32,741	31,839	778,035	9,204	**861,858**	**8**
TOTAL N	**420,553**	**488,580**	**284,173**	**8,863,563**	**172,205**	**10,229,074**	
%	**4**	**5**	**3**	**87**	**2**		**100**

5. State Profiles

a. **ALABAMA**.

Demographic and Linguistic Characteristics of the LEP Population

According to the United States Department of Commerce News 1991, there are approximately 4,040,587 persons living in Alabama. Of these 16,506 (.4%) are American Indians, 21,797 (.5%) are Asians and 24,629 (.6%) are Hispanics.

The Survey of State's Limited English Proficient Persons and Available Educational Services reports that there are approximately 1,052 LEP students enrolled in public and private schools in Alabama. 949 were enrolled in public schools and 103 in non-public schools.

261 LEP students are enrolled in instructional programs specifically designed to meet their educational needs. The LEP students come from homes where Spanish, Cambodian, Vietnamese, Laotian, Japanese, and Chinese are spoken.

Geographical Distribution of LEP Students

Over half of the LEP students in Alabama are of Asian origin (Vietnamese, Laotian, and Cambodian). These students reside in the gulf coast area in Mobile. Spanish speaking students comprise the second largest group. A large number of Hispanic students are found in Blount County. Other LEP students in Alabama tend to be scattered through the state in small numbers, although there are a few clusters of approximately 20 in Birmingham, Huntsville, and Geneva County.

Most school systems have between 0 and 10 students who are identified as limited English proficient. Regular program teachers provide for the needs of these students within the regular program setting using ESL strategies as appropriate.

State Policies and Regulations Regarding LEP Students

School systems receive no state funding to provide supplemental programs to meet the particular needs of LEP students. The following methods are used to identify LEP students in Alabama: student records, teacher observation, teacher interview, referral, parent information, student grades, home language survey, informal assessment, achievement tests, and criterion referenced test.

As of the present time, there are no state guidelines or policies related to educational services for LEP students. However, the State Department of Education is presently working on a handbook to include guidelines for use by LEAs.

University Resources for Training

Three universities offer coursework related to the teaching of LEP students in bilingual and ESL education. These universities are: The University of Alabama at Tuscaloosa, The University of Alabama at Birmingham, and The University of Alabama at Huntsville. However, since the state has no certification requirements in the area of Bilingual/ESL education, few teachers in Alabama are trained in the area.

Programs Serving LEP Students

SEA Title VII Grant funds are used to provide technical assistance to school systems with LEP students and to purchase reference materials as needed.

Other federal programs providing services to the LEP students include 95 students in Chapter I and 33 in Special Education. Alabama also reports that 2,000 American Indians are served through the federally funded Indian Education Program. 68 students are enrolled in the Transition Program for Refugee Children.

In addition, include the Birmingham City School System has been serving LEP students with local funds. The Bilingual/ESL staff is responsible for evaluation, assessment, and placement of LEP students.

Title VII Instructional Programs

Below is a description of the 3 Title VII programs currently in Alabama.

BLOUNT COUNTY BOARD OF EDUCATION

The Blount County Transitional Bilingual Education Program provides a five week summer program for migrant students in addition to a nine-month regular school program. Learning centers have been established to education LEP students in listening, reading, language, writing and computers. This program advocates strong parental involvement. Every LEP child's home is visited at least twice a month. The majority of LEP students served are Spanish speaking. The program is in its second year of operation.

MOBILE COUNTY PUBLIC SCHOOLS

Mobile County has two special alternative instructional programs.

Project WILL "Working to Improve Language and Learning" serves approximately 757 LEP students in 65 schools from 26 language groups. Among them, Vietnamese, Laotian, and Cambodian students constitute the largest group. The program focuses on

English language instruction through two content areas: science and social studies. The program is on its third year of operation.

Project STEP "Success Through English Proficiency" serves LEP Vietnamese, Laotian, Cambodian, Spanish, Korean, Rumanian, Greek, Urdu, Hebrew, Chinese and Arabic Students. The program emphasizes training in with career awareness. While learning English, the students are taught about career possibilities. This program is extended to include parent workshops on career awareness and is in its first year of operation.

General Comments and Future Directions

According to the most recent statewide assessment data, 304 LEP students scored below the local norm in reading and 205 students in mathematics. During FY 1990-1991 there were 29 LEP students retained in one or more grade levels and 1 dropped out of school. The educational condition of LEPs in Alabama warrants in-depth training and technical assistance to administrators, teachers, teacher assistants, and parents. In particular the SEA has identified ESL curriculum adaptation in the content areas, reading, literacy development, cross cultural sensitivity, classroom management, developing managing programs for LEP students, and training for superintendents, principals and board members regarding LEP issues as special training needs. Technical assistance/teacher training is especially needed in the three Title VII programs, for the instructional division at the Alabama State Department of Education and for regular teachers who work with small numbers of students.

Many Title VII proposals have not been funded because of the lack of sufficient number of LEP students enrolled in a specific district. However, the poultry business may change that situation since it is attracting many Hispanic families to the state. As a result Alabama can expect an increase in their number of Spanish speaking LEP students enrolled in its schools.

A cumulative total of 25 service activities were provided by the Center to projects in Alabama (Table 3 below). Figure 1 on the following page shows Alabama's share of all the service activities provided by the Center during 1992-93.

TABLE 3

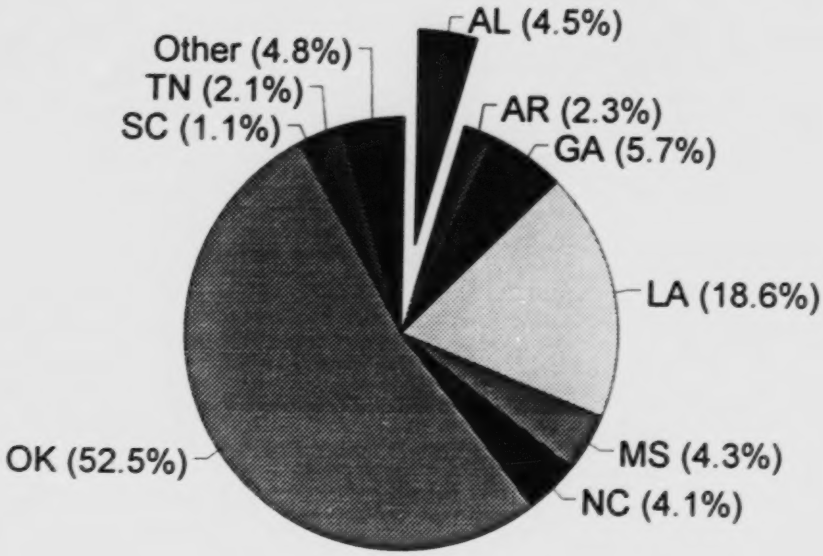
SERVICE ACTIVITIES BY TASK AND STATE
1992-1993

STATE TASK	AL	AR	GA	LA	MS	NC	OK	SC	TN	Other*	**TOTAL** **N**	 **%**
TASK 3	3	4	7	12	3	13	50	0	4	9	**105**	**19**
TASK 5	22	9	25	92	21	10	244	6	8	10	**447**	**79.5**
TASK 6	0	0	0	0	0	0	0	0	0	2	**2**	**0.5**
TASK 8	0	0	0	0	0	0	0	0	0	6	**6**	**1**
TOTAL N	**25**	**13**	**32**	**104**	**24**	**23**	**294**	**6**	**12**	**27**	**560**	
%	**4**	**2**	**6**	**19**	**4**	**4**	**53**	**1**	**2**	**5**		**100**

* Note: Activities which occurred outside the nine state service area are included in the "other" category.

FIGURE 1

Percentage of Alabama's Share of all Services 1992-93



b. **ARKANSAS**.

Demographic and Linguistic Characteristics of the LEP Population

In FY 1993 the State of Arkansas received a grant under Title VII to operate a State Educational Agency (SEA) Program. The major initiatives of this program have been to conduct a survey of limited English proficient students, assist school districts in identifying LEP students and in the area of teacher training and technical assistance to school districts impacted with enrollments of such students.

According to the U.S. Department of Commerce, Bureau of the Census Figures of 1991, there are 2,350,725 persons living in Arkansas. Of these, 12,773 (.5%) are American Indians, 12,530 (.5%) are Asians, and 19,876 (.8%) are Hispanics. There are 3,423 LEP students identified: among them some 600 are receiving direct and appropriate educational services. The LEP students are mainly of Laotian, Vietnamese and Hispanic ethnic background, with the numbers of Hispanic students increasing at a greater rate. 66 languages other than English were identified in the recent home language survey.

Geographical Distribution of LEP Students

Fort Chaffee, a military training camp in Fort Smith, Arkansas, was one of the original refugee resettlement centers during the first wave of immigration of Vietnamese in the 1970s. Originally there were approximately 50,000 Vietnamese and Cambodian individuals settled in the state. Today none of the Cambodians have remained. However, hundreds of Laotians, among them Thai Dam, have come to Fort Chaffee. Many of them and Vietnamese refugees have settled in the Fort Smith area.

In addition to Fort Smith, other towns in northwest Arkansas, such as Van Buren, Rogers, and Springdale, also have considerable numbers of Laotian and Vietnamese students. A sizeable number of LEP students of various language backgrounds can be found in Fayetteville, site of the University of Arkansas. Approximately 20 other LEAs throughout the state, including Little Rock, have reported enrollment of small numbers of LEP students in their districts.

Arkansas, one of the nation's biggest poultry-producing states has attracted a large migrant population. Spanish-speaking seasonal workers, primarily from Mexico, can be found in Hope, Dequeen and Russellville in southwest Arkansas . The Western Arkansas Educational Cooperative counts 410 LEP students and some 220 non-English speaking parents. In addition, increasing numbers of migrant Hispanics have come to work in the timber industry and in traditional agricultural work, such as picking vegetables and cotton. The town of Grady, located southeast of Little Rock, has seen an increase in its student enrollment of approximately 30% in the past year due to the influx of Spanish-speaking farm workers.

State Policies and Regulations Regarding LEP Students

The State of Arkansas General Assembly has made a commitment to educational equity for all students a state priority. Through a Title IV grant to the State, the Arkansas Department of Education has established an Equity Assistance Center. Each of the state's 360 districts now has an Equity Coordinator which stresses the civil rights of minority students, including those of national origins. Monitoring procedures in local districts and regional educational cooperatives are presently being strengthened and technical assistance provided to help districts assure equitable educational opportunities. There are no state policies or regulations mandating services to LEP students. In 1930, a law was passed designating English as the only language of instruction. In 1987, English was designated as the official language of Arkansas.

In 1983, the Arkansas Legislature enacted the Competency Based Education Act, which expanded the Minimum Performance Testing Program. The Minimum Performance Tests determine student mastery of the basic skills contained in the Arkansas Public School Course Content Guides for grades 3, 6, and 8. Since 1992 students who do not speak English as their first language are exempt from testing at the discretion of the district. New standards have been adopted in Arkansas to address the goals for America 2000 in the state.

The methods used to identify and determine LEP status include the following: home language survey, teacher observation, and students' records. While language assessment tests are recommended, few districts have the training needed in this area.

Arkansas has no state ESL certification or endorsement for teachers of LEP students. Some courses are offered at state universities but they are not on a regular basis and not part of a comprehensive program to provide certification in the teaching of ESL. The initiative to raise the level of awareness and train teachers of LEP students in grades K-12 has been almost solely that of the Equity Assistance Office at the State Department of Education.

University Resources for Training

There are three major universities in Arkansas which provide ESL training: the University of Arkansas at Fayetteville; the University of Arkansas at Little Rock; and Arkansas State University in Jonesboro. An active ARTESOL association also provides training for ESL teachers as one of its activities.

Programs Serving LEP Students

There are few state and/or locally-funded programs for elementary and secondary LEP students in the state. Ft. Smith, a former recipient of Title VII funds, operates a pull-out program, and districts such as Rogers have inaugurated ESL programs as well. LEP students are mainstreamed into the regular and other all-English educational programs which do not adequately meet their needs. However, Arkansas has a large Chapter I migrant program which has made efforts to meet the increasing needs of LEP students. Chapter I educational and health services are delivered in Arkansas through region service centers and cooperatives. In addition to these service centers, the LEAs are served administratively through 15 regional cooperatives in various regions of the state. Arkansas also reported 134 students in Transitional Programs for Refugee Students. MRC SA-4 coordinates its service delivery plans with these regional service centers and cooperatives, at the request of the SEA.

Although the Chapter I Migrant program is large, the specific linguistic and cultural needs of the LEP students are not currently being adequately addressed at the current time. There exists great need for training migrant and mainstream teachers to assess and provide instruction geared for LEP populations. The SEA Title VII program is very much aware of this need and has concentrated its effort in its first year toward responding to the need.

General Comments and Future Directions

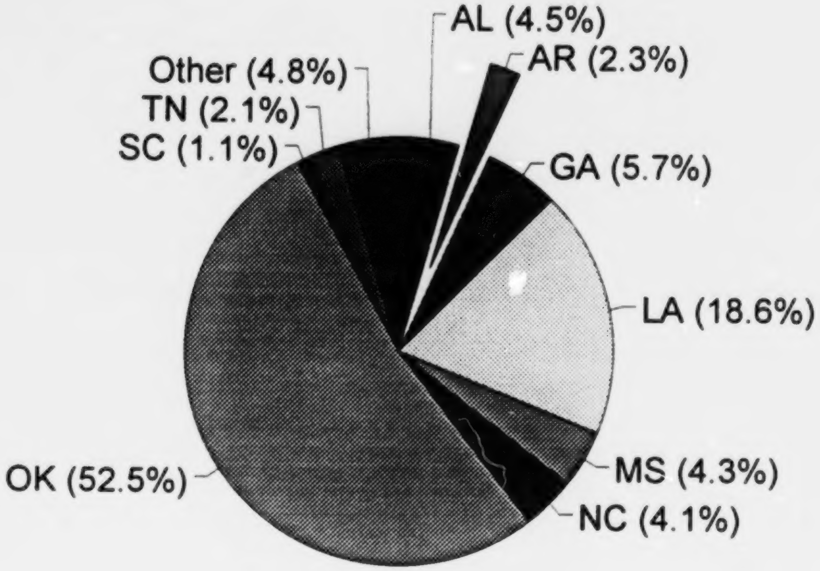
The State Department of Education is in the middle of intense restructuring. Former resources that were dependent on structures that were previously in place are being redirected and rechanneled. New structures being implemented include site-based management, different types of testing, advisory and assistance. This comprehensive restructuring will present challenges and opportunities to meet the needs of all of the student needs. The Equity Assistance Center which has provided the direction for districts with LEP students will need to move from the regulatory mode to a service-oriented mode.

The teachers of Southeast Asian students in northwest Arkansas towns, Little Rock, and other areas are not aware of why or how their instructional methods may need modification to meet the unique needs of the students. Basic awareness of cultural and language issues as they impact upon the educational process and outreach and awareness activities regarding MRC SA4 services has been and continues to be provided to mainstream classroom teachers and administrators. There is an urgent need for programs targeted to meet the needs of migrant Hispanic and Native American students in Arkansas who are at greatest risk educationally and have the highest incidence of drop outs. Research shows that early intervention efforts at preschool and early elementary levels need to focus on this population. Lack of job opportunities in the rural areas in which they reside complicate their academic aspirations. Arkansas is not a wealthy or industrial state and scarce economic opportunities lead to lower academic attainment among the poor who reside in these areas. This is even more crucial for students who have limited English proficiency status. In addition, migrant teachers have not been adequately trained to address the language and cultural needs of their migrant Mexican-American students.

A cumulative total of 13 service activities were provided by the Center to projects in Arkansas (Table 3 on page 18). Figure 2 below shows Arkansas' share of all the service activities provided by the Center during 1992-93.

FIGURE 2

Percentage of Arkansas' Share of all Services 1992-93



c. GEORGIA.

Demographic and Linguistic Characteristics of the Limited English Proficient Population

According to the United States Department of Commerce, Bureau of the Census Figures of 1991, there were 6,478,216 persons living in Georgia. Of the 6,478,216 reported 13,348 (.2%) were Native Americans, 75,781 (1.2%) were Asians and 108,922 (1.7%) were Hispanics. The SEA reports 1,200,530 students enrolled in 183 public schools, 451 private schools, and 73,333 in 12 military schools for a total of 1,278,545 students. The report also indicates that 177 school systems enrolled 24,000 language minority students from over 100 different language backgrounds. Of these language minority students, 9,730 were identified as LEP. Additionally, 499 language minority students were enrolled in 53 private schools. Of these 65 were of limited English proficiency. The total of number of identified LEP students for the state of Georgia is 9,970 or .8% of the school age population. The largest LEP student populations are Hispanic and Vietnamese with 3,454 students and 1,226 students respectively. However, the language groups with the highest percentages of LEP students are Russian (94%), Vietnamese (57%), Japanese (44%), Amharic (43%), and Spanish (42%).

The following chart shows the number of students in Georgia Public Schools from the twenty-five largest language groups as reported by the SEA in May, 1992.

	Numbers of Students Enrolled in Schools	**Number of LEP Students**	**Percentage of LEP Students**
Spanish	8,240	3,454	42%
Vietnamese	2,149	1,226	57%
Korean	1,758	476	27%
Lao and Hmong	1,177	340	29%

Chinese (all dialects)	1,167	346	30%
Khmer	808	301	37%
Japanese	662	295	44%
Gujarati	573	126	22%
Indian (Other, Unspecified	498	92	18%
German	490	43	9%
European (Other)	405	73	18%
Farsi, Dari	384	85	22%
African (Other)	339	55	16%
Russian	332	313	94%
Hindi	324	39	12%
Arabic	320	79	25%
Asian (Other)	276	72	26%
Pilipino/Tagalog, Chamorro	227	23	10%
Amharic,Tigrinya, Tigre	183	79	43%
Portuguese	166	60	36%
French	156	30	19%
Thai	154	41	27%
Greek	85	1	1%
Polish	83	25	30%
Hebrew	68	15	22%
Total	**21,529**	**7,817**	**36%**

While this is still a relatively small student population in Georgia it is a rapidly growing one. For the past five years (1987-1992) the language minority student growth rate reflects an average of 17 percent annually while the LEP student growth reflects approximately 20 percent per year.

The methods used to identify limited English proficient students have become much more standardized since the statewide entry-exit procedure has been put into place. Approximately 85 percent of the identified LEP students in the state have been so identified through these uniform procedures. However, based on 1990 U. S. Census data and the ethnic minority communities' own estimates of their populations, it is thought that there are large numbers of unidentified language minority and limited English proficient students.

Geographic Distribution of LEP Students

Just under 70 percent of LEP students is enrolled in the seven metropolitan Atlanta school systems of DeKalb county (22.0%), Gwinnett County (11.3%), Cobb County (8.3%), Clayton County (8.7%), Atlanta City (6.9%), Fulton County (10.6%), and Marietta City (0.9%). The next 14 percent is enrolled in the areas of Hall County/Gainesville (2.0%), Muscogee (Columbus) (1.8%), Dalton/Whitfield County (1.8%), Chatham (Savannah) (1.6%), Richmond (Augusta) (1.3%), and Clarke (Athens) (1.0%). Significant numbers are enrolled in Colquitt and Fayette Counties. The identified LEP population is largely urban. However, rural areas are also represented. In 1990, Atlanta became a resettlement center for Amerasian and Eurasian children, and the impact of this development is still being studied. Most of these students are teenagers, which poses many difficulties in trying to provide sound educational programming.

State Policies and Regulations Regarding LEP Students

Georgia state legislation addresses types of LEP services, outlines of program implementation, entry-exit criteria, yearly evaluation of students, specific teacher credentials, and availability of state funds. Students counted for state funding must have daily language assistance instruction in listening, speaking, reading, and writing English and U.S. cultural concepts which they need for regular classroom success. Services are generally more intense where there are clusters of limited English proficient students and where districts have been under mandatory civil rights compliance plans.

Georgia identifies the students with language assessment tests, and has state management information systems.

The Georgia Department of Education offers an ESL endorsement. Teachers already certified in another area may add on ESL Endorsement through completing three five-hour required courses.

University Resources for Training

Three Institutions of Higher Education provide the state-approved ESOL endorsement courses at present: Georgia State University, the University of Georgia, and West Georgia College. Georgia State University had a Title VII short-term training project which trained 50 teachers during the school year 1992-1993. This project was in collaboration with the Gwinnett County Schools. It ended at the close of the 1992-93 school year.

Programs Serving LEP Students

Georgia has 30 local programs for which the state provides funds. Other Federal programs serving LEP students include: Chapter 1 (828 students), Special Education (157 students), Head Start, and Chapter 1 Migrant Education (573 students). The Emergency Immigrant Education Program in Georgia has 3,848 students enrolled. The Transitional Program for Refugee Children enrolled 539 students. Project CLASS, The Family Literacy Program of Clayton County, served 146 students.

Title VII Instructional Programs

Georgia has only one Title VII funded project. On the following page is a description of that project.

MEADOWCREEK ESOL PROJECT

This is a special alternative program providing a five week summer school for K-12 LEP students. The program is located at Meadowcreek high school in Norcross. It serves students who attend Meadowcreek cluster schools in Gwinnett county as they enroll the highest number of LEP students in the county. The students served this summer are from Korean, Vietnamese, Hindi, Urdu, Japanese, Khmer, Chinese, Spanish, Russian and other African groups, Asian, European and Indian language groups.

General Comments and Future Directions

During 1992-1993, the State Department published and disseminated to all LEAs the *Georgia ESOL Resource Guide*, which outlines students' rights under federal law, administrative recommendations, strategies for teaching ESOL, cross-cultural strategies, Georgia ESOL guidelines for funding, identification and assessment, recommendation for identification and placement of students with special needs, ESOL endorsement, and resources. Also, with the past year, the State Department of Education approved a three-course sequence which, if completed, will make a teacher who is certified in another area eligible for ESOL endorsement. The University of Georgia, Georgia State University, and Western Georgia college offer these courses. This measure should help solve the problem of shortage of qualified ESL teachers in ESOL programs. However, the state still has not encouraged school districts to develop and implement bilingual education programs in their efforts to provide equal education opportunity to LEP students.

It has been found that at all grade levels, the percentage of LEP students over-age for grade are quite high. The students who are two or more years over-age for grade are likely drop-out candidates. The percentage of over-age LEP students by grade level is 43% for grade 3, 46% for grade 5, 56% for grade 8, and 47% total. In order to battle this problem, the BEMRC has encouraged school districts to provide these students not only with ESL instruction, but also with instruction of content subjects in their native language.

The educational condition of LEP students in Georgia, especially those in the upper grades, warrants in-depth training and technical assistance to teachers -- both ESL and grade-level/content-area teachers, parents, classroom assistants, and administrators. The SEA has identified three specific areas of training needs:

1. Training for grade-level or content-area teachers, K-12 on cultural, linguistic, and instructional issues in working with LEP students;
2. Training, collection and development of resources for appropriate student assessment; and
3. Training and inter-agency collaboration with counselors, especially at the high school level, to help high school LEP students meet graduation requirements.

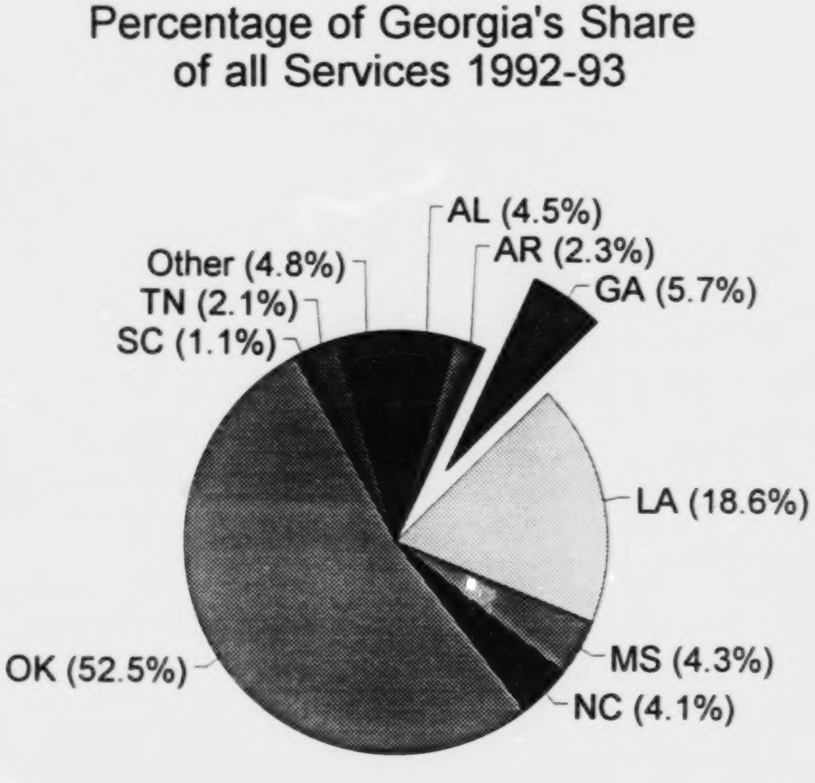
The SEA, also, is in the process of preparing a position paper on multicultural education for the state in connection with the Georgia 2000 Multicultural Education.

It can be said that Georgia has been trying hard to address the educational needs of LEP students. Along that line, with the encouragement of the SEA, Georgia State University has applied for a Title VII Education Personnel Training grant. As a result, a 4-year Educational Personnel Training Project, "Teaching Mathematics and Science to

English Learners: The Academic Language Literacy Training Project," will begin in October, 1993. This project will focus on improving the ESOL skills of Math and Science teachers along with the Math/Science skills of ESOL teachers, and will work with teachers of students in grades K-12. During the first year, Cobb County teachers of grades K-8 will be included in the project.

During the Contract year, Georgia received a total of 32 service activities from the BEMRC (Table 3 on page 18). Figure 3 below shows Georgia's share of all the training activities provided by the Center during 1992-1993.

FIGURE 3



d. **LOUISIANA**.

Demographic and Linguistic Characteristics of the LEP Population

According to the 1992-1993 Summary of Findings from the Louisiana State Department of Education Survey of LEP Students, there are approximately 25,095 students enrolled in public and private schools whose home language is other than English. Ethnically, they can be broken down into the following categories:

Native American	3,619
Asian	10,125
Hispanic	9,843
Other Languages	1,458
Total	25,095

Of the total of 25,095, approximately 25% or 6,292, have been identified as limited English proficient and are being served. These LEP students can be further broken down into the following language categories, listed in descending order.

Languages	Total Number of LEPs Served
Vietnamese	2,376
Spanish	2,192
Other	863
Laotian	262
Chinese	112
Arabic	111
Cambodian	60
French	51
German	31
Japanese	27
Farsi	16
Thai	8
Total	**6,182**

According to the Louisiana SEA, the difference between this total and the 6,292 students who were identified as LEP is probably due to the respondent's misinterpretation of the question by the respondents (LEP vs home language).

The total reported LEP population has diminished since 1989 due to the absorption of many Francophone children primarily of Cajun and Creole Ethnic background. There is significant data to indicate the need for special services to those Francophone students who still exhibit lack of the cognitive academic language programs to these students from the early seventies to the mid-eighties, but economic difficulties has reduced the number of such programs.

The reported 1992 LEP population includes large numbers of Vietnamese, Amerasian and Hispanic students. An increase in the Hispanic population has been experienced throughout the state. These Spanish-speaking students came primarily from Honduras, Panama, El Salvador, Nicaragua and other Central American countries. Northern parishes are, for the first time, receiving significant numbers of these students from the lower socio-economic backgrounds. Among the new immigrants from previously unreported language groups which are now arriving in significant numbers are Middle Eastern and Croatian students.

The Native American population is indigenous to the state (permanent, not transient). The small children of the Native American groups in Louisiana often begin school as speakers of their Indian language with a very rudimentary level of English language proficiency, if any. Growth in self-esteem will allow the Indian child to be a successful and contributing tribal as well as "American" citizen. The Coushatta Tribe in the rural southwest part of the state number approximately 100 school age Coushatta speaking students.

Geographical Distribution of LEP Students

The vast majority of Louisiana's LEP population is located in the southeastern portion of the state in and around greater New Orleans (cities of New Orleans, Metairie, Kenner, Algiers, Gretna), and the parishes of East Baton Rouge, Terrebonne, Iberia, Plaquemines and Lafayette. East Baton Rouge, Jefferson, and Orleans Parishes serve Hispanic and Vietnamese LEP students in urban areas. Several small rural towns around the Atchafalaya River basin and surrounding bayous have concentrated pockets of Vietnamese (Gibson, Schriever, Houma, Amelia, Centerville, and Abbeville). Amelia and Centerville are the sites of Title VII programs, and Abbeville is a former Title VII project. Iberia Parish's Title VII project serves over 125 students, primarily of Laotian background. Similarly, 103 Vietnamese and Hispanic students are being served by a Title VII grant in Caddo Parish in northwest Louisiana. Also in the northwest region is the military base of Fort Polk, near Leesville, where a diverse language population is being served through Vernon Parish's Title VII Program. Ouachita Parish in northeast Louisiana serves primarily Vietnamese and Spanish-speaking students in its Title VII project. Most recently parishes which have reported an influx of limited English proficient students include Plaquemines (119 Asians, 44 Croatians, and 21 Cajun French), Bossier (66 Vietnamese and Hispanic), and Union (22 Hispanic).

State Policies and Regulations Regarding LEP Students

There is no state law which mandates ESL or bilingual education for LEP students. No state monies are provided to support special programs for LEP students.

In 1988, the Louisiana Department of Education published the Louisiana School Administrators' Handbook: Educating the Non/Limited English Proficient Student. This document, now entitled Louisiana School Administrators' Handbook: Educating the Language Minority Student with Limited English Proficiency, was revised in 1992 to include new OCR guidelines and information on mandatory state testing. It contains policies and procedures for educating LEP students in Louisiana. Topics covered include legal responsibilities, identification and assessment of LEP students, parental rights, and teacher certification requirements. It is used as a resource to school districts in developing appropriate programs and providing specialized services to LEP students.

Included in this Handbook are guidelines for including LEP students in the state-mandated, district-developed Pupil Progression Plans. Highlights of these guidelines are:

1) Oral English proficiency and literacy skills must be assessed to determine instructional needs.
2) A program to meet students' unique needs must be offered. This must include ESL instruction as well as other academic courses.
3) Placement, promotion or retention of LEP students must not be based solely upon English proficiency.
4) ESL instruction must be provided by certified ESL teachers.

5) ESL materials and instruction should be correlated with state grade level standards.

6) All support services and activities must be accessible to LEP students.

7) Potentially handicapped LEP students must be properly identified, assessed and placed in special programs which address their unique needs.

The Louisiana Department of Education offers Bilingual Specialist Certification and ESL Certification. A certified elementary, secondary or foreign language teacher may be certified as a Bilingual Specialist upon completion of 6 graduate hours in bilingual methods. Any teacher who holds certification in foreign language, English, elementary education or speech therapy may have "ESL" added to their certificates upon completion of four 3-semester hour courses in ESL methods and multicultural education.

The SEA amended its ESL certification requirement in 1991 so that content area teachers could also receive ESL certification in their content areas.

A priority since 1991 has been the modification of state testing requirements (Louisiana Educational Attainment Program, commonly called the LEAP) to address the needs and realities of the LEP students. An ongoing committee of educators from districts serving LEP students and the SEA (Title VII, National Origin and the Testing/Evaluation Section) has met to draw up guidelines and recommendations for testing modifications. Beginning in 1991 districts were allowed to permit a deferral period for LEP students. Students who had two years or less schooling in the U.S. could be excused from taking the test provided parental permission was obtained. Translations of information concerning LEAP were made available in five languages. In 1992 other test modifications were recommended by the Committee. In 1993 attention was given to the Graduate Exit Examination of the LEAP. The Committee reviewed test prompts to eliminate those with cultural or linguistic bias and to assure instructional validity for LEP students.

University Resources for Training

In an effort to meet the need of trained bilingual/ESL teachers in the state, the State Department of Education has organized and involved a number of major universities in developing coursework and programs to train teachers. As a result, Louisiana State University, the University of New Orleans and Southwestern Louisiana University are offering courses leading to ESL certification. Another major source of ESL certification is Southeastern Louisiana University in conjunction with Louisiana Public Broadcasting. In addition, Nicholls State University and Tulane University offer some of the courses needed for certification.

Programs Serving LEP Students

Programs serving LEP students in addition to Title VII include Chapter I, Bilingual Vocational Training, Adult Education, Special Education, Head Start, and Migrant Education Programs. Special services are also provided by the Emergency Immigrant Education Program.

Currently no state funds above the normal per pupil expenditure are available to provide ESL or other special services to LEP students. There is a growing movement among bilingual educators in Louisiana to make the Board of Elementary and Secondary

Education aware of the need for state funds to improve services to LEPs. Several districts currently provide local funding for ESL or tutoring classes.

Title VII Instructional Programs

There are 13 instructional programs in the state which serve students representing a variety of ethnolinguistic backgrounds: primarily Vietnamese, Spanish, Laotian, Korean, Chinese, and Cajun French. Six of these are Transitional Bilingual Programs, and seven are Special Alternative Programs. Increasing numbers of students are arriving from countries of the Middle East and former Soviet Bloc nations such as Yugoslavia and Croatia.

Below is a description of these Title VII programs serving Louisiana's LEP students.

CADDO PARISH PUBLIC SCHOOL

Caddo Parish has one Title VII special alternative instructional program. Project APPLE (Alternative Program for Providing Learning English as a Second Language) serves Chinese, Spanish and Vietnamese students in grades 9-12. It is a three year phase program designed to strengthen the instructional program for LEP students, provide teacher training, and promote parental involvement. During the three year period the project plans to create three centers: high school, middle school and elementary school. The project is in its first year of operation

EAST BATON ROUGE PARISH SCHOOL BOARD

This group has two special alternative instruction programs and one transitional bilingual education program. Project PATHS is a transitional bilingual education program in grades K-5. It is in its first year of operation. Project LEAP is a special alternative program in grades 9-12. It is also in its first year of operation. Project BEAMS is a special alternative program serving LEP students in grades 6-8. The project is in its second year of operation.

The programs help teachers utilize innovative instructional strategies and state of the art technology to meet the educational needs of LEP students for math, science, social studies and English language development. Emphasis is placed on staff development through a training of trainers program, supported by university courses leading to ESL certification for content area teachers. The programs serve Vietnamese, Spanish, Chinese, Arabic, Gujarati, Persian, French and Polish students.

IBERIA PARISH PUBLIC SCHOOL

Project CLIMB is a special alternative instructional program that serves 155 Laotian, Spanish and Vietnamese LEP students in grades 4-8. The program staff consists of a Title VII Instructional Programmer, one resource teacher, one school/community liaison, and one part-time secretary. The goal of the program is to provide opportunities for LEP students to improve their proficiency of the English language in order to promote an increase of student self-esteem and academic achievement. The project is in its second year of operation.

JEFFERSON PARISH PUBLIC SCHOOL

Project PASSES (Program of Assistance to Secondary Students for Educational Success) is a special alternative instructional program that serves approximately 230 LEP students, mostly Spanish and Vietnamese. The purpose of this program is to improve educational access for secondary students in grades 9-12. The goal is to provide a "sheltered" scheduling plan for each identified LEP student which facilitates earning the Carnegie Units necessary for high school graduation in Louisiana. The program also provides tutoring in the content areas and intensive ESL to upgrade literacy skills and reinforce learning in the content areas. The program is in its 5th year of operation.

Project GEMS (Gaining Excellence in Math and Science) is a transitional bilingual education program that provides instructional assistance in content areas, particularly math and science, to 240 LEP students in five middle/junior high schools. Bilingual teacher assistants provide tutoring in the native language. Training is provided to selected content area teachers in sheltered English instructional techniques, cooperative learning, and multicultural education. Training is also offered to parents through parenting workshops and ESOL Classes. The project is in its second year of operation.

Project Preschool JEEP (Jefferson Early Education Program) is a transitional bilingual program for 40 Arabic, Chinese, Spanish and Vietnamese students. Project JEEP provides an intensive early education program for LEP students of various language backgrounds. The English language proficiency of preschoolers is increased by utilizing the home language as a foundation for cognitive growth and development. Parent training on language development is also provided. The program is in its first year of operation.

Project PLUS is also a preschool transitional bilingual education program serving Arabic, Chinese, Korean, Gujarati, Spanish, Urdu and Vietnamese students. The program provides individualized early intervention that recognizes and supports the cultural and native heritage of the students while assisting them to acquired English proficiency. The program also provides parent education training and develops home lessons for parents. It is in its second year of operation.

The preschool programs provide an intensive early education program for LEP students of various language backgrounds. It utilizes the native language as a foundation for cognitive growth and development while increasing the English proficiency of four and five year olds.

LAFAYETTE PARISH PUBLIC SCHOOL

Project STEPS (Systems Toward English Proficiency Success) is the special alternative instructional program designed to assist LEP students in kindergarten through eighth grade in Lafayette Parish Schools. The primary focus of the program is to increase English language proficiency, promote academic growth, and improve the study habits and self-esteem of project students. It also seeks to train teachers to service the LEP student population and to increase parental involvement in the schooling of LEP students. The program is in its third year of operation.

OUACHITA PARISH PUBLIC SCHOOL

Project APPLE (Alternative Program for Pupils with Limited English), the Ouachita Parish Special Language Program operates a pull-out program in schools where a large concentration of LEP students is found. In addition, LEP students who are in need of special language services and who are isolated in schools where there are no other LEP students are provided language services. ESL teachers plan the instructional program for each student to meet the individual's language and academic needs. The program serves 74 Spanish, Vietnamese, Japanese, and Filipino students in grades K-12. The program is in its fourth year of operation.

ST. MARY'S PARISH PUBLIC SCHOOL

Four schools with concentrations of LEP students have been targeted for inclusion in this transitional bilingual education program. The majority of the students are of Vietnamese descent. The students will be instructed in English, with their native language being utilized for explanation and reinforcement. This program hopes to enable students to attain English language proficiency, provide extensive training in ESL methodology to staff, and heighten parent involvement in school and in adult ESL classes. The program serves 182 Vietnamese and Spanish students in grades 3-8. The program is in its fourth year of operation.

VERNON PARISH PUBLIC SCHOOL

Project BELMAS (Bilingual Education in Language, Math, and Social Studies) is a transitional bilingual education program that serves a wide range of LEP students, though the majority are Hispanic. Most of the students are from military families and are highly mobile, as was seen in the turnover of almost 60% of the students in the first year of this program, increasing to 63% during this past school year. The project serves 239 Spanish, German, Korean and 20 other language LEP students in grades K-6. The project is in its second year.

General Comments and Future Directions

Training teachers to meet the unique educational needs of LEP students is a major concern for the SEA and school districts in Louisiana. A continuing state priority is to organize and involve more IHEs in developing coursework and programs to train teachers. More IHEs are aware of state ESL certification requirements but often do not consider coursework to this end as a high priority. The impetus to offer bilingual specialist and second language specialist certification in languages other than English ended with the restriction in budgets following the economic downturn of the 1980s. The SEA is working with the IHEs to encourage them to include ESL/Bilingual methodologies in their teacher preparation and continuing education programs. Louisiana Public Broadcasting in conjunction with Southeastern Louisiana University has developed a series of televised courses. This innovative series, televised to down-sites throughout the state and has helped to increase the numbers of teachers certified in ESL. In many cases the IHE personnel themselves need training to accomplish the goal of providing appropriate courses.

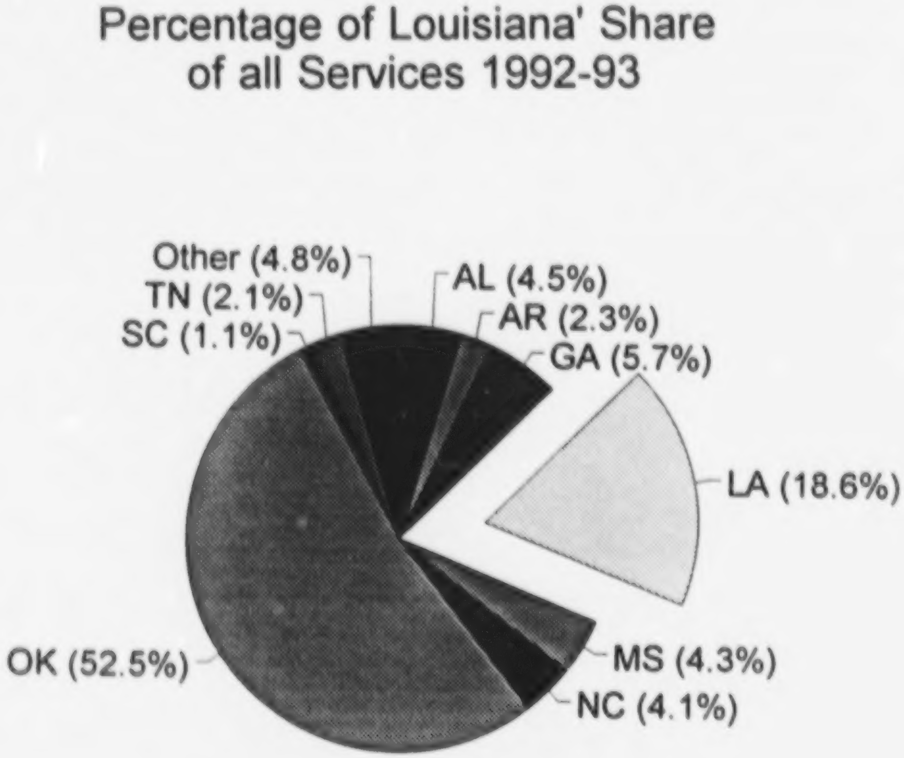
Related to this goal, training is also provided to the SEA personnel in other departments in order to make them aware of how their programs impact upon LEP students. Cultural sensitivity, bilingual education, and ESL methodologies have been identified as priority inservice topics for SEA personnel.

Since 1990 the Bilingual/ESOL Section of the State Department of Education has worked closely with the Adult Education Section to improve services to LEP adults. It has also provided technical assistance and training to detention centers in Orleans and Assumption Parishes to provide ESL instruction to Spanish-speaking inmates who come primarily from Latin America.

In keeping with the goals of America 2000, the SEA as a whole has developed strategies for increasing teacher competence in English, mathematics and science.

The BEMRC co-sponsored or was involved in a good number of training activities during the contract year. These included 104 on-site training and technical assistance activities (Table 3 on page 18) provided to both Title VII and non-Title VII projects. Figure 4 below shows Louisiana's share of all the service activities provided by the Center during 1992-1993.

FIGURE 4



e. **MISSISSIPPI**.

Demographic and Linguistic Characteristics of the LEP Populations

According to the 1990 U.S. Census, there are 2,573,216 persons living in Mississippi. There are 8,525 (.3%) Native Americans, 13,016 (.5%) Asians, and 15,931 (.6%) Hispanics. The 1992 LEP Survey Results show that there are 1,796 LEP students enrolled in public schools and in non-public schools and 1,262 in the Choctaw Tribal School System for a total of 3,058 LEP students or .5% of the entire school age population enrolled. These students are from 47 different language groups. The major ones are Choctaw, Vietnamese, Spanish, Korean, Tagalog and other Asian languages.

Geographic Distribution of LEP Students

The largest linguistic minority group in Mississippi is Choctaw, followed by Vietnamese, then Spanish, Korean, Mandarin and Cantonese with over 41 other language groups represented in small numbers, usually less than 20 students. The majority of Mississippi's more recent immigrants reside along the gulf coast in Harrison, Jackson, Ocean Springs, Pascagoula and Pass Christian Counties. The Native American population resides mainly in the central part of the state. Oxford and Jackson also have concentrations of LEP students, but in smaller numbers. Other LEP students are scattered throughout the state, with some 51 school districts located in 33 counties being impacted by their presence.

The majority of the LEP students reside along the gulf coast in Harrison and Jackson Counties where three of the State's five Title VII Programs are located.

State Policies and Regulations Regarding LEP Students

School systems in Mississippi receive no state funding to provide supplemental programs to meet the special needs of LEP students. The following methods are used to identify LEP students in Mississippi: student records, teacher observation and referrals, speech tests, parent information, student grades, school consultations, informal assessments, language proficiency tests, achievement tests and criterion referenced tests.

University Resources for Training

The University of Southern Mississippi is the only institution of higher education currently providing a summer program for ESL endorsement in the state of Mississippi. This program satisfies the state requirements for an add-on ESL endorsement. The program has been in operation for several years.

Programs Serving LEP Students

There is no state funded program for LEP students in Mississippi. Jackson County receives local funding in addition to Title VII. Other federal programs serving LEP students include the following:

- Chapter I Migrant
- Tutoring
- Chapter I Math
- Chapter I Reading
- English as Second Language

- Special Education
- Transition Programs for Refugee Children

Title VII Instructional Programs

Mississippi has four Title VII instructional programs. Below is a short description of these programs.

BILOXI PUBLIC SCHOOLS

The Biloxi Public Schools Special Population Program is a preschool program established in two classrooms with a 60:40 ratio of LEP and non-LEP students in each room. A teacher/facilitator and four bilingual teacher assistants serve approximately fifty Vietnamese students per year and work with an active Parent Advisory Committee. The project is in its first year of operation.

CHOCTAW INDIAN RESERVATION

The Choctaw Indian Reservation Special Alternative Instructional Program serves 819 Choctaw students in grades K-6, by providing the support services required to implement a validated, culturally-specific K-6 curriculum, using the Whole Language Method and the instructional approach to English language acquisition. The program is in six elementary schools on the Choctaw Indian Reservation. The project is in its third year of operation.

JACKSON PUBLIC SCHOOL DISTRICT

Jackson Public School District has a special alternative instructional program. This bilingual education program is designed to improve the language skills of 87 LEP students in grades K-12 through an individual program capable of relating to the specific needs of LEP students and their individual rates of growth. The languages spoken by the LEP students include Nigerian, Hindi, Vietnamese, Spanish, Chinese, Farsi, Arabic, French, Choctaw, Creole, Korean, Filipino, Finnish, Edo, and Hungarian. Once a student is evaluated as English proficient, he is mainstreamed into regular education classes. The project is in its fourth year of operation.

NORTH MISSISSIPPI SCHOOL CONSORTIUM

The North Mississippi School Consortium in the Oxford School District is a special alternative instructional program that serves a total of 127 K-8 students in the three districts of Oxford, Starkville and Lewisville. Choctaw is the language spoken by LEP students in Lewisville and over 20 different languages, which include Mandarin, Korean, Spanish, Arabic, Farsi, Portuguese, Taiwanese, Hindi, Kannada, Teluga, Polish, Yugoslavian and Japanese, are spoken by LEP students in Oxford and Starkville. The major thrust of the project is to build the capacity of regular instructional staff to adequately serve the LEP students within their classrooms. The project is in its second year of operation.

General Comments and Future Directions

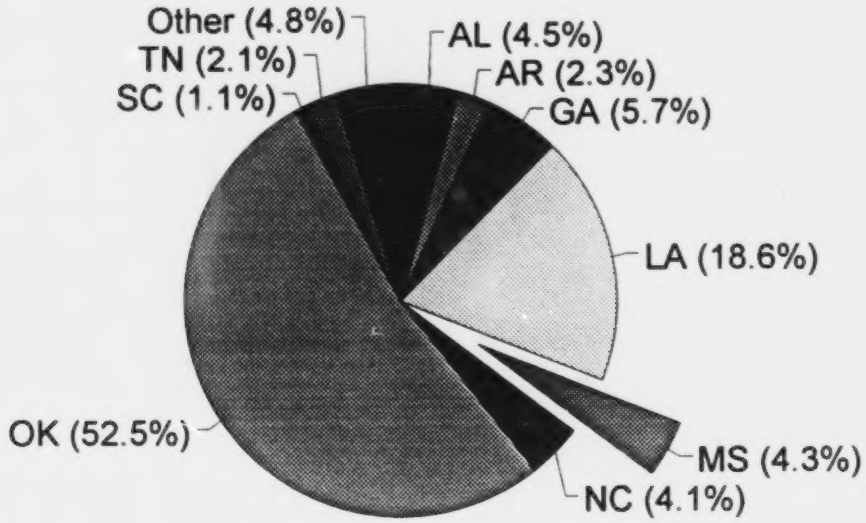
The State Equity Assistance Office, funded through Title IV, has provided the impetus and direction for assuring equitable educational programs for LEP students. The Title VII SEA Grant and the University of Southern Mississippi have provided leadership in instituting an add-on ESL endorsement program. The Title VII State Program also provides training workshops on a variety of topics for teachers and other educators.

The educational condition of LEPs in Mississippi warrants in-depth training and technical assistance to administrators, teachers, teacher assistants, and parents. In particular, the SEA has identified academic content area and English language proficiency skills and outreach and awareness workshops in those areas of the state where there are LEP students as special training needs. Other training areas identified for assistance are understanding the purpose of bilingual education, developing and managing programs, curriculum and instruction, language learning and acquisition, and cross-cultural issues. Furthermore, serving low-incidence LEP populations in school districts whose economic resources are already strained beyond capacity continues to be one of the most crucial needs. Of the 51 school districts located in 33 counties, 41 report fewer than 50 LEP students. There is a general need for all teachers to become knowledgeable about methods and practices to help the LEP student as well as a need for districts to pool resources to provide competent second language teachers.

A cumulative total of 24 major on-site services were provided by the Center to projects in Mississippi (Table 3 on page 18). Figure 5 on the following page shows Mississippi's share of all the service activities provided by the Center during 1992-93.

FIGURE 5

Percentage of Mississippi's Share of all Services 1992-93



f. NORTH CAROLINA.

Demographic and Linguistic Characteristics of the LEP Population

According to the 1990 U.S. Census, there were 6,628,637 persons living in North Carolina. Among these were 80,155 (1.2%) American Indians, 52,166 (.8%) Asians, and 76,726 (1.2%) Hispanics. For 1991, there was an increase of 775 Asians and 1,430 Hispanic for a total increase of 2,303 in 1991. The number of LEP students (K-12) enrolled in public schools is approximately 7500 from 75 different language groups and over 100 cultures and countries. Of the 122 school systems in North Carolina, 75 reported Language Minority and Limited English Proficient Students. Although students can be found in all regions of the state, the largest concentrations are located in Raleigh, Winston-Salem, Charlotte, Greensboro, and Fayetteville. A cause for the growth of the language minority population is the number of migrant families becoming permanent residents.

Geographic Distribution of LEP Students

There is no large cluster of any ethnolinguistic group in any one location in North Carolina. The students are scattered throughout the state with very small numbers in any one spot. The refugee population, with the largest numbers of LEP students, consists mostly of Cambodian, Hmong, Lao and Vietnamese children. A new influx of Amerasian and Japanese has increased the Asian population. The second largest LEP group in the state is comprised of Spanish speakers from Mexico, the Caribbean, Central and South America. Other languages found throughout the state include: Arabic, Chinese, Danish, Dutch, Farsi, French, German, Greek, Gujirati, Hebrew, Hindi, Italian, Polish, Portuguese, Tagalog, and Thai. In addition to these groups, there are over 1,000 LEP Cherokee Indians in the state. The state has also witnessed a steady increase in the number of migrants who are settling permanently in towns and rural communities.

State Policies and Regulations Regarding LEP Students

North Carolina is currently implementing a major language mandate. This mandate requires that all schools in the State must have in place and available to students a full sequence of second language study from kindergarten through 12th grade. It is also mandated that every child is required to study a foreign language from kindergarten to fifth grade. This mandate sets the stage for the initiation of two way bilingual programs that involve the LEP students.

North Carolina also has implemented a system developed by the State Testing Division for identifying LEP students who participate in the State Testing Programs. Guidelines were developed for use by LEAs in determining which LEP students should participate to be temporarily exempted from participation in the State Testing Program, based on language proficiency. The state also increased the number of in-service/technical assistance activities pertaining to LEP student identification and assessment; program planning, implementation, and evaluation; and techniques for teaching and assessing LEPs, involving a wider variety of LEA personnel. Some of these are included in the state requirements for ESL Endorsement. North Carolina uses a variety of methods to identify LEP students in the State, which include: student records, teacher observation, teacher interviews, referral, parent information, student grades, home language survey, informal assessment, language proficiency tests, achievement tests, and criterion referenced tests.

University Resources for Training

North Carolina has an ESL endorsement for certified teachers. A number of colleges and universities are offering courses toward this endorsement. This past year the University of North Carolina at Chapel Hill received a Title VII Educational Personnel Training grant for a degree program in ESL/bilingual education in Khmer, Lao, Vietnamese and Spanish.

Programs Serving LEP Students

LEP students in North Carolina are being served by local programs, state funded programs and federally funded programs.

Federal programs serving LEP students in North Carolina include the following:

Migrant
Chapter I
Special Education
Exceptional Children Programs
English as a Second Language
Vocational Education
Even Start
Head Start
Physically Handicapped

The state provides for:

English as a Second Language.
Regular Program
Remedial Summer Program
Special Education
Exceptional Children

Local programs include the following:

English as a Second Language/ESL Pull Out
Tutorial: Bilingual/North Carolina Instructional Assistance
K-12 Immersion
Computer Assisted Instruction
Regular Program with Modification
Alternative Track

North Carolina also has 268 students enrolled in Transition Program for Refugee Students.

Title VII Instructional Programs

North Carolina presently does not have any Title VII instructional programs.

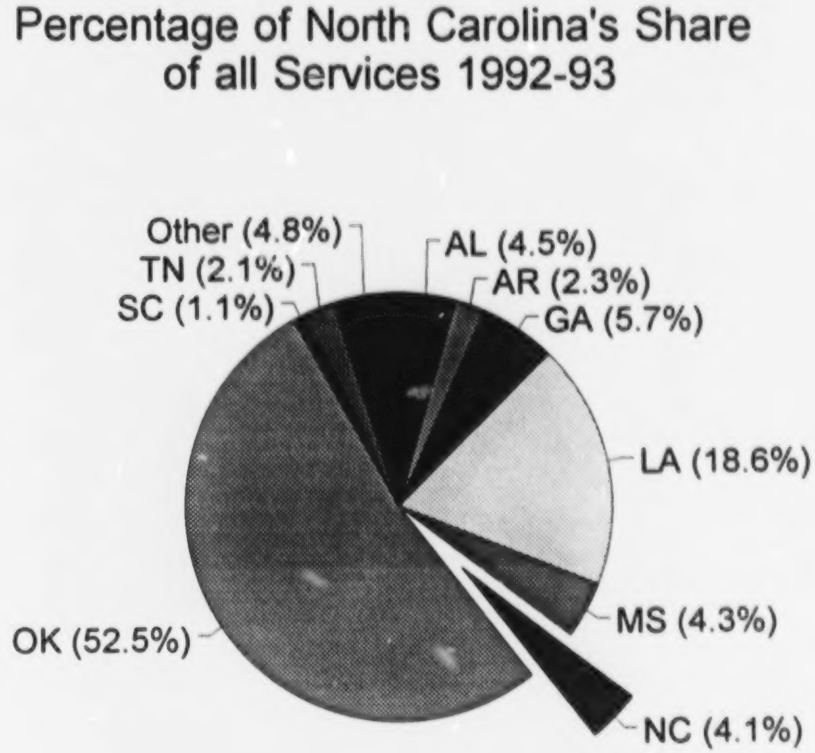
General Comments and Future Directions

According to the most recent Statewide assessment data, 622 LEP students scored below local norm in Reading, 456 in Mathematics, 647 in Language, 213 in Science and 124 in Social Studies. There were 170 LEP students retained in one or more grades, 80 dropped out of school and 263 were referred to Special Education. The educational condition of LEPs in North Carolina warrants in depth training and technical assistance to teachers, teacher assistants, administrators, and parents. In particular the SEA has requested training for administrators, and teachers working in the rural outlying area that have few LEP students. Also requested was technical assistance and training in teaching ESL through content areas especially for teachers of recent Amerasian students.

The Center sponsored, co-sponsored, or was involved in a good number of training activities during the past contract year. A cumulative total of 23 on-site training events were provided by the Center to projects in North Carolina (Table 3 on page 18). Figure

6 below shows North Carolina's share of all BEMRC training and technical assistance activities during 1992-93.

FIGURE 6



g. OKLAHOMA.

Demographic and Linguistic Characteristics of the LEP Population

According to the United States Department of Commerce News 3,145,585 persons live in Oklahoma. Of this number, there are 252,420 (8%) American Indians, 33,563 (1.1%) Asians, and 86,160 (2.7%) Hispanics. As for the student population, Oklahoma State Department of Education information indicates enrollment in Oklahoma Public Schools showed an increase of 8,858 students from 1991-1992 to 1992-1993. Following is a breakdown by ethnic group:

	Number of Students				**Increased**
	1991 - 1992		**1992 - 1993**		**Number**
European American	432,599	(73.5%)	433,242	(72.5%)	643
Native American	73,166	(12.4%)	77,466	(13.0%)	4,300
African American	58,506	(9.9%)	60,376	(10.2%)	2,370
Hispanic American	17,411	(3.0%)	18,571	(3.1%)	1,160
Asian American	6,556	(1.1%)	6,941	(1.2%)	385
TOTAL	**588,238**		**597,096**		**8,858**

Of the total number of students enrolled in public schools and non-public schools for 1992-1993, 17,705 are LEP. This figure represents 3% of the total student population. However, only 14,861 LEP students are served in instructional programs specifically designed to meet their educational needs. Out of 20 or more language groups enrolled, the major ones are listed on the following page in descending order:

Language	Total Number of LEPs 1991-1992	Total Number of LEPs 1992-1993
Cherokee	4,362	6,033
Spanish	3,480	4,376
Other	1,197	1,708
Creek-Seminole	753	1,047
Vietnamese	660	773
Kickapoo	375	140
Choctaw	363	792
Shawnee	214	118
Osage	167	262
Korean	136	109
Cheyenne-Arapaho	127	220
Chinese	125	131
Cambodian	110	22
Laotian	110	135
Chickasaw	74	47
Apache	62	6
Kiowa	59	33
Japanese	50	29
German	23	33
Hmong	23	0
Total	12,470	16,014

Geographical Distribution of LEP Students

Oklahoma has the largest American Indian population of any state in the country. There are over 39 recognized tribes represented in the state. However, unlike many other states with American Indian populations, those in Oklahoma do not live exclusively on reservations. About half of the states American Indians live in the rural areas of the northeastern part of the state, while over 37% live in the two metropolitan areas of Oklahoma County and Tulsa County. A sizeable number of these students come from homes where an American Indian language is spoken and the tribal culture is maintained.

In addition to American Indians, African Americans, Hispanics, Asians, other language and cultural groups are represented in Oklahoma's population. A large number of Hispanic and Asian students come from homes where a language other than English is spoken, and speak no English at all or are limited in their English proficiency.

The Spanish speaking students in Oklahoma are primarily Mexicans from the northern states of Mexico. The Spanish speaking population is found in the western and southwestern parts of the state. It is also found in the metropolitan areas of Oklahoma City and Tulsa. Many of the Mexican students are very limited in their English proficiency and many come from very rural areas in Mexico, which have made school attendance difficult.

The majority of the Asian students are Vietnamese. The Vietnamese, along with Laotian and Cambodian students, are primarily served by local and state funds. The Asian population is primarily located in the metropolitan areas of Oklahoma City and Tulsa.

State Policies and Regulations Regarding LEP Students

There is no state law which mandates ESL or bilingual education for LEP students. There is, however, state funding available with a .25 weight factor.

In the State of Oklahoma there are no state laws or regulations specifying entry/exit criteria, either instrument or percentile cut off levels. These are determined at the local level, where some of the methods used to identify LEP students include language proficiency tests, achievement tests, teacher observation/referrals, home language surveys, informal assessment, interviews, student grades, criterion referenced tests and parent information.

In 1989 the Oklahoma State Department of Education published Serving Limited English Proficient Students: A Handbook for Educators. It contains policies and procedures for enrolling, placing, and educating LEP students in Oklahoma. Topics covered include: administrative concerns in enrollment, assessment, placement, resource materials and guidance; classroom concerns in instruction, progress evaluation, adjustment and extracurricular activities; student assessment in home language surveys in the native language, functional language assessment, State Department Curriculum Guides, and written assessment. Also included in the handbook are sample home language surveys in Vietnamese, Spanish, Laotian, and Cambodian. Language surveys in Cherokee will be included in the revised version. In 1990, the Oklahoma SEA also developed the Suggested Learner Outcome for English as a Second Language (ESL) grades 1-12. This resource was developed with technical assistance from the Center. It was developed to acquaint regular classroom teachers with the developmental stages of second language acquisition and the sequence of skills in ESL at the elementary and secondary levels. Additionally, the publication provides a framework to assist districts who decide to offer ESL as a course, and can also serve as an additional resource to ESL and bilingual education teachers.

In 1989, the Oklahoma SEA published the Guide To Developing Title VII Bilingual Education Grant Applications. This guide is designed to assist potential applicants for grants under Title VII, ESEA, Bilingual Education Act develop quality proposals for submission. In 1988 the first copy of the Materials Resource Center Bibliography was printed. Its purpose is to assist the educational personnel who work with language minority students by establishing a Materials Resource Center with a collection of over 2,000 items available on a loan basis. The bibliography was compiled to acquaint state educators with the Center and its contents and to inform them of appropriate assessment, instruction, and cultural materials available. Currently the Oklahoma SEA is at its initial stages in developing A Handbook for the Title VII Project Director. The Center is providing technical assistance.

The Oklahoma Department of Education offers an ESL Endorsement and a Bilingual Multicultural Endorsement, both of which are optional. A certified teacher may be certified upon completion of 24 required course hours.

University Resources for Training

Training teachers to meet the unique educational needs of LEP students is a major concern in Oklahoma. Presently there are several universities in the state that offer courses in bilingual education and ESL. Among those are Langston University offering bilingual multicultural classes, the University of Central Oklahoma, Oklahoma City University and Oklahoma Christian University offering courses for a bilingual endorsement, Northeastern University and the University of Oklahoma offering a master's degree in bilingual education, and Oklahoma State University offering courses for a master's degree in ESL.

Programs Serving LEP Students

LEP students in Oklahoma are served in programs funded by the Federal Government, state government and local government. Non-title VII federal programs serving LEP students in Oklahoma include the following:

Chapter I

Chapter I Migrant

Even Start

Special Education

Vocational Education

Emergency Immigrant Education Assistance Program

Johnson O'Malley

Title V.c Indian Education

Title VII Instructional Programs

Oklahoma has 34 transitional bilingual education programs, 25 special alternative instructional programs, 1 family literacy English program, 5 special populations programs, 1 state education agency program, 2 education personnel training programs, and 1 short term training program. Below is a brief description of the transitional bilingual education, special alternative, family English literacy, and special populations programs.

BARNSDALL PUBLIC SCHOOLS

The Barnsdall Schools Special Alternative Instructional Program serves 75 students in grades K-12. It incorporates audio and visual technology, cooperative learning in developing academic language skills in Cherokee, Osage, Choctaw, Creek, Crow, Navajo, and Hispanic students. Instruction is provided by the teacher and a bilingual paraprofessional. The project is in its fourth year of operation.

BELFONTE SCHOOL

Belfonte School Transitional Bilingual Education Program serves 120 Cherokee students in grades 7 through 10. The program focuses on reducing the dropout rate among Cherokee students who are transferring from Muldrow School to Belfonte School. The project is in its fifth year of operation.

BRIGGS PUBLIC SCHOOL

Briggs Public Schools has two Title VII projects, a transitional bilingual education project and a family english literacy program.

The transitional bilingual education project serves 200 cherokee speaking students in grades fourth through eighth. It is a supplementary math and science program with computer assisted instruction. It is in its first year of operation.

The family english literacy program serves 25 adults and out of school youth and 120 fourth through sixth graders. The participants are all Cherokee speakers. The overall goal of the project is to establish a model, community-based literacy program. It proposes to achieve an alliance between Briggs School, the community, the parents, and the students. The program offers adult basic education, computer literacy, GED preparations, and college/vocational preparation. The instruction is individualized, using both traditional and technological approaches. The programs has an open-entry/open-exit design. The project is in its first year of operation.

CAVE SPRINGS PUBLIC SCHOOLS

Cave Springs Public School has two transitional bilingual education projects.

The first project serves 90 Cherokee students in grades K-8 and is a program that uses a bilingual approach to integrated language development in the core subject areas of science and math. It is in its first year of operation.

The other project serves 335 Cherokee students in grades 9-12. The program is held at Cave Springs and Sequoyah High Schools. The main component is language arts with a supplemental program of Kumon Math. The staff consists of two resource teachers and serve two teacher assistants and a home-school liaison. This project is in its third year of operation.

CENTRAL PUBLIC SCHOOLS

Central Public Schools has two Title VII projects, a transitional bilingual education programs and a special alternative instructional program.

The transitional bilingual education program serves 280 Cherokee speaking students in grades K-12. Its instructional staff includes a counselor, counselor assistants and instructional assistants. The staff are all Cherokee speakers. The counselor has a scheduled time when he meets with the LEP students and when the need arises. The Title VII staff also schedules meetings with parents and emphasizes scholarships and career awareness. The program is in its first year of operation.

The special alternative instructional program serves 220 Cherokee students in grades 1-8. The instructional staff consists of a resource teacher, and a lab assistant. The focus of the program is teaching language, math, science and social studies, utilizing the computer. The students attend the computer lab with their regular classroom teachers twice a week for 40 minutes. The schedule has been modified to meet 4 times a week for the same amount of time, taking into consideration the age and attention span of the younger students. The program is in its first year of operation.

CHRISTIE PUBLIC SCHOOL #13

This special alternative instructional program serves 37 Cherokee speaking students in grades K-8. The emphasis of this program utilizes the computer to teach math and science to LEP students. The staff consists of a resource teacher and teacher assistants. The project is in its first year of operation.

CLINTON PUBLIC SCHOOL

Project CLASS (Clinton Language Achievement Support System) is a transitional bilingual program that serves 100 LEP Hispanic students in grades 7-12. The preview/review method is used. The staff consists of a resource teacher/trainer who works with the teaching staff and bilingual teacher assistants. The project is in its first year of operation.

COLCORD PUBLIC SCHOOLS

Colcord Public Schools has two projects, a special alternative program and a special populations program.

The special alternative program serves 47 Cherokee students in grades 9-12. Even though the program is mainly for Cherokee students, other students are also allowed in the class. The project is in its fourth year of operation.

The pre-school special populations program serves 30 Cherokee students. This program is designed to teach four-year-old children the social skills needed to prepare them for kindergarten or first grade. Two teachers, both with training in early childhood, and four assistants, three of whom are proficient in the Cherokee language, make up the program staff. The project is in its third year of operation.

DAHLONEGAH SCHOOL TITLE VII PROGRAM

The Dahlonegah Title VII Transitional Bilingual Education Program serves 29 Cherokee students in grades 5-8. The LEP students receive structured language instruction with reinforcement in the child's native language. The program is in its fifth year of operation.

DAHLONEGAH/ZION SCHOOL CONSORTIUM

The Dahlonegah/Zion School Consortium is also a transitional bilingual education program serving 59 Cherokee students in grades K-4. Instruction is provided by the bilingual assistants in the Cherokee language. The project is in its fourth year of operation.

DUSTIN PUBLIC SCHOOLS

Dustin Public Schools have a special populations instructional program and a transitional bilingual education program.

The transitional bilingual program serves Creek students in grades K-6. The program emphasizes increasing the students academic proficiency in math and science, providing training from staff and promoting parental involvement. The program is in its second year of operation.

The special populations instructional program serves 162 Cherokee, Choctaw, Chickasaw, Seminole, and Creek students in grades 7-12. The program uses the native language as a medium of instruction in the core content areas to the extent necessary to enable students to gain competence in English and meet grade promotion and graduation standards. The program emphasizes training programs for parents. The program is in its second year of operation.

FRONTIER PUBLIC SCHOOLS

Frontier Schools has two projects. It has a transitional bilingual education and a special alternative instructional program.

Project REACT (Resources for Excellence in Adolescent Career Training) is a transitional bilingual program that serves 70 Native American students in grades 7-12. Students in these programs speak Otoe Missouri Ponca. Students are exposed to future career opportunities by a variety of methods which include field trips, speakers, videos, career fairs, in addition to classroom instruction. The project staff provides training, develops, adapts, and coordinates curriculum. They also develops parental awareness by providing parents with educational assistance. The project is in its second year of operation.

Project Network is a special alternative instructional program serving LEP students in grades 1-4. The program objectives are to increase English language proficiency as well as competency in math and science through the use of videos and computers. The program provides teacher training in computers, both through on-site workshops and training courses at the local university. Workshops are also provided for parents and community persons. This project is in its first year of operation.

GREASY SCHOOL TITLE VII PROGRAM

Greasy School has a transitional bilingual education program that serves 137 students in grades K-8. The primary mode of instruction is: the dual language instruction, the whole language approach, and the learning experience approach through the use of learning centers. The teaching technique utilizes "team teaching," using both languages, Cherokee and English, cooperatively. The bilingual assistant is the primary source for immediate reinforcement, clarifications of instruction, and concepts through bilingual (Cherokee) instructional assistance in small groups or individualized tutoring. The project is in its third year of operation.

GUM SPRINGS PUBLIC SCHOOLS

Gum Springs Public Schools Transitional Bilingual Program serves 50 Cherokee students in grades K-4. Emphasized in the program is the acquisition of English skills necessary to function academically and socially in the classroom. Instruction is provided in the student's native language of Cherokee. The project is in its second year of operation.

HARTSHORNE PUBLIC SCHOOLS

Hartshorne Public Schools Special Alternative Instructional Program provides intensive English language development services to limited English proficient middle and high school students, in grades 7-12. The students home language, include Choctaw, Creek, Cherokee, Chickasaw, Seminole, Sioux, Caddo, Crow, Ponca, Comanche, Kiowa, and other languages spoke by western tribes of Plains Indians. The project serves 308 LEP students in the Hartshorne community and Jones Academy residents. The project is in its second year of operation.

HOLLIS PUBLIC SCHOOLS

Project HELD Transitional Bilingual Education Content Based ESL Program serves 84 Hispanic students in grades K-5. Instruction in Spanish is rendered by the preview/review model by Spanish speaking paraprofessionals and English instruction is given by the regular classroom teacher. The English instruction uses strategies and techniques from approaches such as sheltered English, the cognitive academic language learning approach and cooperative learning. The project is in its third year of operation.

HULBERT PUBLIC SCHOOLS

The Structured English Language Learning (SELL) Special Alternative Instructional Program serves 30 Cherokee students in grades 9-12. In addition to improving the LEP students proficiency of the English language. Emphasis is given to improving the students heritage, language, and culture and their relationships with that of other children in the American society. It is in its fourth year of funding.

IKWAI FORCE CHOCTAW/JONES

IKWAI Force (Foundation of Organized Resources in Cultural Equity) has two projects, a transitional bilingual education program for LEP students and a special populations project.

The transitional bilingual education program for LEP students in grades K-9 in the Choctaw and Jones Public Schools has provided a bilingual approach to improve basic skills with computer assisted instruction to 63 LEP students; the majority of these students' home language is Kickapoo. Intensive English language development services are provided; the home language is used as a medium of instruction to the extent necessary for the students to gain competence in English, thus contributing to successful school experiences and facilitating progress towards grade promotion and graduation standards. The project is in its fifth year of operation.

IKWAI Force Project SEEK (Successful Early Education for Kickapoos) is a special populations instructional program. The program serves 125 LEP students ages 3-5 from 6 central Oklahoma communities, all of whom are either non-English speaking or LEP children. This program provides these children with a high quality, developmentally, culturally and linguistically appropriate preschool program that will help prepare them for later schooling. The project is in its first year of funding.

KENWOOD/JAY PUBLIC SCHOOLS

The Kenwood School District has three transitional bilingual education programs.

The Kenwood/Jay Transitional Bilingual Education Program serves 163 students whose primary language is Cherokee. The project provides an instructional program to help reduce dropout rate and improve school attendance with improved English language proficiency. Kenwood School serves grades 6-8 and Jay serves 9-10. The project is in its second year of operation.

The Kenwood/Jay Transitional #2 project serves 90 Cherokee students in grades 11-12. It focuses on reducing the dropout rate and improving school attendance with improved English language proficiency. The project is in its first year of operation.

KENWOOD/LEACH PUBLIC SCHOOLS

The Kenwood/Leach Transitional Bilingual Education Program serves 145 Cherokee students and provides an instructional program that improves the English language skills of LEP students in grades K-4 at Kenwood and Leach Schools located in Delaware County. The project is in its fifth year of operation.

KEYS PUBLIC SCHOOLS

Keys Public Schools has a transitional bilingual education program. It serves 148 Cherokee speaking students in grades K-6. It provides intensive language development in reading, math, science and social studies. It is in its first year of operation.

LITTLE AXE PUBLIC SCHOOLS

Little Axe Public Schools has a transitional bilingual education program and a special alternative instructional program.

Project LEAP (Learning English to Apply Proficiency) is a special alternative program serving 87 LEP students. Computer based programs are designed to work intensively with grades 7-12 Absentee Shawnee, Choctaw and Hispanic students. The project is in its fourth year of operation.

The transitional bilingual education program serves 1st-2nd grades. It stresses computer assisted programs designed to help students acquire proficiency and increased achievement in language arts and other subjects. 127 Absentee Shawnee students are served. The project is in its fourth year of operation.

MARBLE CITY PUBLIC SCHOOLS

Project EAGLE is a special alternative program designed to meet the needs of LEP students in grades 3-6. Its objectives are to improve communication skills, promote a positive self-concept, and develop an appreciation for the students Cherokee culture. The objectives are being accomplished by providing resource materials and training of project staff, teaching assistants, parents, and teachers. The project serves 124 Cherokee students. It is in its fourth year of operation.

MARYETTA SCHOOL

Maryetta's Title VII Special Alternative Instructional Program integrates language development through the content areas of math and science. The project serves 171 Cherokee students in 3rd-8th grades. The project also has a summer enrichment component. It is in its second year of operation.

McCURTAIN COUNTY CO-OP

McCurtain County's Special Alternative Program coordinates the LEPs students' development of linguistic and cultural aspects while developing the student's English language skills. The program emphasizes the nurturing of self-esteem and parent participation. The project serves 335 students whose first language is Choctaw in grades K-3. The project is in its fourth year of operation.

NORMAN PUBLIC SCHOOLS

Alternative for Excellence is a special alternative instructional program that serves 298 students who speak 58 different languages at 20 school sites. The program provides ESL instruction for LEP students and teacher training for a cadre of 20 teachers who will become trainers. Special instructional materials have been developed and parental involvement activities have been implemented. The instructional staff includes an elementary ESL resource teacher, a half-time secondary ESL resource teacher, five full time and instructional assistants. The program is in its first year of operation.

NORTH ROCK CREEK TITLE VII PROGRAM

North Rock Creek Special Alternative Program is designed to serve Native American LEP students in grades 3-5. The program, which is carried out by seven classroom teachers and three teacher assistants, emphasizes reading enrichment and improvement of writing skills--both through individualized, in-class assistance. Multicultural units were developed for each grade by the resource administration teacher. The program serves 40 students from various Native American languages including Creek, Sac and Fox, Seminole, and 20 non-Native American Students. It is in its second year of operation.

NORWOOD/HULBERT CO-OP

The Norwood/Hulbert Co-op Transitional Bilingual Education Program serves LEP Native American students in grades 4-8. The primary instructional process is through computer assisted instruction reinforced by the use of the child's native language. The primary subject areas addressed are language, math, and science. The project serves 195 Cherokee students and is in its second year of operation.

OKFUSKEE BILINGUAL EDUCATION CONSORTIUM

This project serves Mason, Gypsy, and Bearden Schools, and Okfuskee and Creek Counties. The primary instructional tool is the English Language Literacy Module for

American Indian students. Components in creative writing expressions and culture help increase English language proficiency and self-concept for 80 LEP Creek students served in grades 5-8. The project is a bilingual transitional education project in its fourth year of operation.

OKLAHOMA CITY PUBLIC SCHOOLS

Oklahoma City's Transitional Bilingual Education Program in grades K-4 serves 400 Spanish speaking students at three elementary schools, (Columbus, Lee and Wheeler). The in-class program is a full-day instructional program staffed by a teacher and a bilingual assistant, and consisting of not more than 60% LEP students. The training of teachers, bilingual assistants, and parents and the pooling of their resources to improve the education of LEP students is emphasized. The project is in its third year of operation.

OSAGE COUNTY COOPERATIVE

Osage County Cooperative has five projects serving students whose first language is Cherokee, Osage, Creek or Choctaw.

Special Alternative Project VESS serves three school districts with 175 Native American LEP students in grades 7-12. VESS is an acronym for Video Enhanced Social Studies. The students in this project are learning language and social studies skills, while making video productions related to their social studies curriculum in their classrooms. These student-made productions are aired over the local cable televisions stations. Project VESS also conducts monthly meetings for parents. The project is in its fourth year of operation.

Special Populations Gifted Project LEAP serves six school sites and has 135 LEP students in grades 7-12. LEAP is an acronym for Leadership, Excellence, Achievement, and Performance. This program is for potentially gifted and talented Native American students. Students in this program work with the Resource Specialist, Guidance Specialist, and Educational Assistant on units of study designed to enhance the regular curriculum. Parental involvement is strongly encouraged. The project is in its third year of operation.

Transitional Bilingual Education Project REACT serves four school sites, and has 235 LEP students. REACT is an acronym for Resource for Excellence in Adolescent Career Training. It is designed to help Native American Indian students increase career awareness, self-esteem, decision-making skills, and language arts and reading skills. The project is in its third year of operation.

Special Alternative Instructional Project PIECE serves four school sites and has 135 students in grades 1-5. PIECE is an acronym for Program of Instructional Excellence of Cooperative Education. The students receive special instruction in creative writing assignment designed to develop and strengthen their English language proficiency. The program is in its first year of operation.

Special Populations Project BEGINNINGS is at four school sites and has 78 preschool students. The program provides early childhood preschool program education for four to five year olds. The program stresses a strong parental involvement program and the development of an appropriate curriculum. The program is in its first year of operation.

PEGGS SCHOOL

Peggs School Special Alternative Instructional Project serves 135 students in grades K-8. Its emphasis is on improving language proficiency and academic achievement of Native American students (mainly Cherokee). Students participate in the program through computer assisted instruction in the school's lab. Instruction is provided by a Lab Resource Teacher and two teaching assistants. It is in its third year of operation.

PLEASANT GROVE ELEMENTARY SCHOOL

Pleasant Grove Elementary School Special Alternative Instructional Program is in grades 6-8 and serves 50 students whose native languages include Seminole, Creek, Pottawatomie, Sac & Fox, Absentee Shawnee and Kickapoo. The emphasis of the program is on developing LEP student skills in the content areas and language arts. Cultural Awareness is also emphasized. The program is in its first year of operation.

ROCKY MOUNTAIN/BRUSHY MOFFETT SCHOOL CONSORTIUM #24

The transitional bilingual educational program in grades K-4 serves 332 Cherokee speaking LEP students. The English language development program integrates math and science with an experimental summer enrichment program. The instructional staff consists of a resource teacher and three teacher assistants who provide instruction to three school sites that range from 30 to 60 miles apart. The project is in its first year of operation.

RYAL ELEMENTARY SCHOOL

Ryal Elementary School Transitional Bilingual Education Program in grades 4-8 serves 125 Creek students. The emphasis of the project is on developing LEP student' skills in language arts and content area through whole language methodology. The program also stresses increasing the academic parenting skills of Creek parents, the students developing higher order thinking skills, and improving the LEP student attendance. It is carried out by one resource specialist and three teacher assistants. The project is in its second year of operation.

SHADY GROVE SCHOOL DISTRICT

This transitional bilingual education program serves 60 students, mainly Cherokee, in grades K-3. It emphasizes science, math, and language development. The resource teacher also acts as a team teacher, and makes a follow-up on science and math projects. There are three assistants, and each is assigned to a single classroom. The staff includes a secretary and a director. The director is also assigned in the classroom, works half-time on language development and attends meetings. This project is in its first year of operation.

SHAWNEE PUBLIC SCHOOLS

The STELDA Program is a special alternative instructional program that provides LEP students in grades K-2 with special assistance in improving their English proficiency and enhancing content mastery. The program, carried out by 10 teachers and 8 teacher assistants and provides instruction through whole language methodology and individualized instruction. The project serves 102 students whose native languages include: Japanese, Seminole, Kickapoo, Creek, and Korean. The project is in its fourth year of operation.

SKELLY SCHOOL

The Skelly/Christie Transitional Bilingual Education Program serves 53 Cherokee Indian students in grades K-8. It is designed to improve language arts skills through computer instruction and commercially prepared and teacher made materials. The project has placed an extra emphasis on writing skills (to help students prepare for state mandated tests), and grammar through the use of the Shurley English Method. The project is completing its fourth year of operation.

SPAVINAW/KETCHUM/WICKLIFFE PUBLIC SCHOOLS CONSORTIUM

Spavinaw/Ketchum/Wickliffe Public Schools Consortium has three projects serving Cherokee speaking students.

The transitional bilingual education program for limited English proficient students in grades 5-8 serves 71 students. Emphasis has been placed on developing the LEP student skills in language arts and on providing extensive training to the project staff. The project is in its fourth year of operation.

The special populations instructional program is a cooperative effort between Spavinaw, Wickliffe, and Ketchum Schools. It serves 96 students ages 3-5 with over 70% of the students being LEP. As part of its second year of operation the staff received extensive staff and parent training. These included college class, consultant session, school visitations, hands-on workshops, etc.

The special alternative instructional program serves 55 preschool age LEP children. The program is designed to improve the language proficiency of student. The students are taught by specialists trained in early childhood education. The project also provides staff and parent training, including workshops and visitations. The project is in its first year of operation.

STILWELL PUBLIC SCHOOLS

The transitional bilingual education program serves 80 Cherokee students in grades 9-10. The program uses the home language concept and linguistic base to facilitate the development for English language proficiency. The primary purpose of the program is to improve the LEP student's English language skills and provide for basic language learning and social interaction skills through bilingual multicultural content at their level of performance to allow them to function successfully in school and society. The secondary/support purpose is to develop and improve the skills and qualifications of those persons providing instructional services to the LEP students. Emphasis has been placed on providing training activities which encompass innovative methods and techniques which will result in effective teaching. The program is in its fourth year of operation.

TAHLEQUAH PUBLIC SCHOOLS

The Tahlequah Special Alternative Instructional Program is designed as an English language development program based on identified needs of limited English proficient Cherokee students in grades 7-12. The students increase their proficiency in the English language through the utilization of the whole language approach, team-teaching, computer assisted instruction, and individualized and small group instruction using diagnostic and prescriptive procedures. The model is an alternative curriculum design for integrating mathematics and science with the native home language and English core subject areas. The project serves 82 Cherokee students and is in its third year of operation.

TENKILLER SCHOOL

The Tenkiller School Transitional Bilingual Education Program at Tenkiller and Rocky Mountain Schools serves 137 Cherokee students in grades K-3. The LEP students receive structured English language instruction with reinforcement in the child's native language. This is facilitated by the assistant teacher in the classroom. The project is in its fourth year of operation.

TENKILLER/LOST CITY/LOWERY CONSORTIUM

The transitional bilingual education program serves 178 Cherokee speaking students in grades K-4. The program emphasizes intensive English language development with mathematics and science in every classroom. A summer enrichment program with real-life math and science experiences has also been incorporated. The project is in its first year of operation.

VIAN PUBLIC SCHOOLS

The special alternative instructional program serves 150 Cherokee students in grades 5-8. It focuses on reading, science and math through an integrated learning system provided by the Jostens Learning Systems. Two 24 unit IBM computer labs have been established. A management system continually records student progress. The project is in its first year of operation.

WATONGA PUBLIC SCHOOL

The special alternative instructional program serves 70 LEP students in grades 3-5. Languages spoken by the LEP students include Spanish, Cheyenne and Arapaho. Instruction in the native language is rendered by the preview/review model by the teacher assistant and instruction is given by the regular classroom teacher. The project is in its first year of operation.

WELCH PUBLIC SCHOOLS

Special alternative instruction program WELMARS (Welch English Language, Mathematics and Reading Success) serves 62 Cherokee students in grades K-12. The program targets LEP students in mathematics, language, and reading. It uses computer assisted instruction to supplement the regular classrooms in those subjects. The project is in its first year of operation.

WELEETKA PUBLIC SCHOOLS

The Weleetka Transitional Bilingual Education Program serves students in grades 7 through 12 with the language influence of Creek and Choctaw. The resource teacher works directly with the classroom teachers in a team teaching concept to provide individual assistance or small group work when needed. Emphasis is placed in the area of language arts and math. The project serves 143 students and is in its second year of operation.

The second transitional bilingual education program serves 169 students in grades K-6. It emphasizes math and science. The project is in its first year of operation.

WESTVILLE PUBLIC SCHOOLS

The special alternative instructional program serves 242 students in grades K-6. The native languages spoken by these students include Cherokee and Spanish. The program provides technology across the curriculum via computer assisted instruction. The program is in its first year of operation.

WOODALL PUBLIC SCHOOLS

The transitional bilingual education program serves 184 Cherokee students in grades K-8. It emphasizes intensive English language development with a focus on mathematics and science throughout the curriculum. A summer enrichment program has also been established. The program is in its first year of operation.

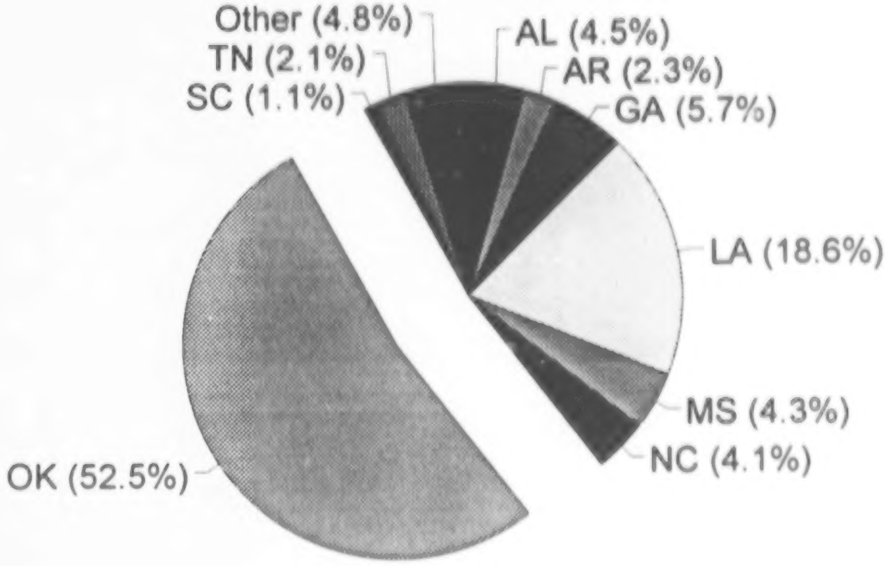
General Comments and Future Directions

Oklahoma projects were very cooperative with the Center. This cooperation facilitated smooth scheduling of activities, since the Center had been receiving more and more requests for services throughout the state during the past year. The focus of the past year's teacher-training activities in Oklahoma were in parental involvement, strategies for mainstream teachers, teaching writing skills to LEP students, and in teaching the content area. House Bill 1017 mandated teacher training in multicultural education and in outreach to parents. These activities have also been requested by the State Department of Education and various Title VII projects, the Center has assisted in conducting workshops in their areas during the past year. There is an increase in the number of Spanish speaking students in Oklahoma. The increase is being seen not only in the western part of the state, but also on the eastern part where most of the LEP students have been Native American. The population for Asian and Hispanic students is also expected to increase in Guymon in the Oklahoma panhandle. The Hispanic students presently represent 17-18% of student enrollment. A meat-packing plant is being renovated. It will be double in size and it will be tripling its workforce. The expected opening date is late 1994 or early 1995. Hispanic and Asian families are expected to move in to the area to seek employment.

The Center sponsored, co-sponsored, or was involved in 294 service activities in Oklahoma during the contract year (Table 3, page 18). Figure 7 on the next page shows Oklahoma's share of all BEMRC training and technical assistance activities during 1992-93.

FIGURE 7

Percentage of Oklahoma's Share of all Services 1992-93



h. SOUTH CAROLINA.

Demographic and Linguistic Characteristics of the LEP Population

According to the United States Department of Commerce News, there are 3,485,703 persons living in South Carolina. There are 8,246 (.2%) American Indians, 22,382 (.6%) Asians, and 30,551 (.9%) Hispanics. According to 1991-1992 Enrollment data reported by the South Carolina SEA, the total number of K-12 student enrolled in public schools in South Carolina is 642,364 students and in non-public schools 43,389 students, totalling 685,753 students. The number of identified LEP students reported is 1,466 in public schools and 70 in non-public schools. However, only 1,179 LEP students (1,109 in public schools and 70 in non-public schools) are reported as being served in instructional programs specifically designed to meet their educational needs. Out of the 55 language groups enrolled, the major ones are Spanish, Vietnamese, Khmer, Laotian, chinese, Korean, Arabic, Japanese and Tagalog.

Geographical distribution of LEP Students

Almost half of the LEP population is Hispanic, with Vietnamese, Laotian, Korean and Chinese comprising the next largest group. A cluster of Hispanics is found in the Columbia area. Groups of 100 or more LEP students are found in the following school districts: Richmond, Berkeley, Charleston, and Greensville. The rest of the LEP population is scattered throughout the state.

State Policies and Regulations Regarding LEP Students

School systems receive no state funding to provide supplemental programs to meet the special needs of LEP students. The school year 1992-1993 was the third year that the South Carolina Department of Education had an SEA grant from Title VII. The state does provide add-on certification for ESOL teachers, and provides funds for summer training institutes to help teachers acquire certification.

Programs Serving LEP Students

ESL programs serve 56 LEP students, ESL Pull-out Programs serve 581 students, and 191 students are served by tutorial programs. Other federal programs serving LEP students in South Carolina are Chapter I, Adult Education, and Special Education. There are also 24 students enrolled in the Transition Program for Refugee Children.

Other programs serving LEP students include Chapter 1, Title I, ESEA (144), Chapter 1, Migrant (5), Special Education (34), Speech (57), state or local bilingual education programs (133) and ESL only programs (681), compensatory/remedial (179), content-area tutoring (228) Computer-assisted instruction (6), and writing lab (5). A total of 287 students are not enrolled in programs above and need or could benefit from educational such as those assisted under Title VII.

Title VII Instructional Programs

There is only one transitional bilingual education program in the state which is described below:

RICHLAND COUNTY S.D. #1

The transitional bilingual education program in Richland County served 125 students in grades K-12 in the 1991-1992 school year. These students come from 23 language groups. The major groups are Spanish and Chinese. Program formats include pull-out classes and self-contained classrooms. Program goals include increasing English language proficiency through computer-assisted instruction, increasing parental participation, and providing quality ESL education through well-trained professionals.

General Comments and Future Directions

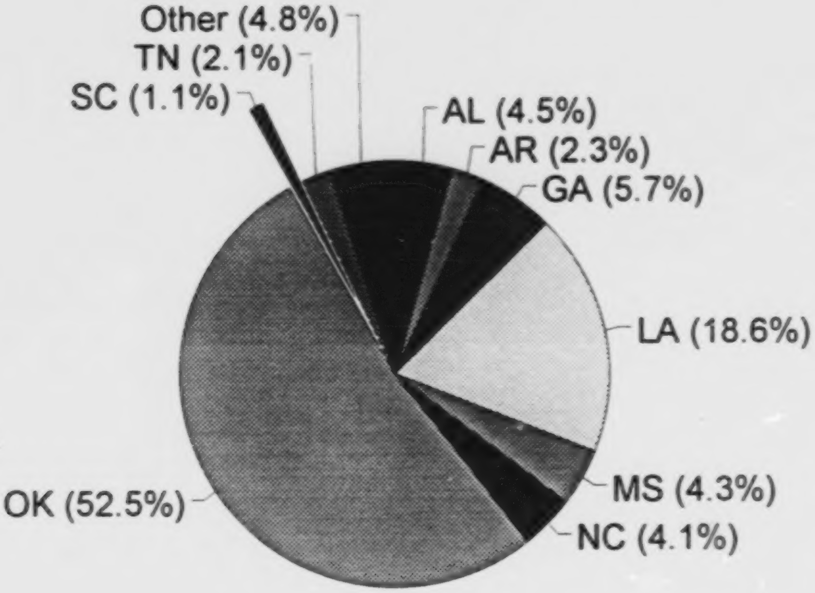
South Carolina has one of the smallest numbers of LEP students in SA 4. Its LEP student population constitutes only .2% of the total student population. for that reason, the state had not paid much attention to the needs of LEP students. Only three years ago that the SC-SEA had Title VII SEA grant which provided a full-time ESL specialist whose responsibility was to provide leadership in the state and assistance to school districts with regard to the education of LEP students. Under the leadership of this person, the SC-SEA has identified the following areas of special training needs: outreach and awareness, program alternatives and program design, teaching strategies for LEP students, ESL strategies in the content area, whole language and parental involvement.

The South Carolina State Department has sponsored summer ESOL institutes for the past two years which have provided training and university credit for ESOL courses. Both ESOL teachers and grade-level and content-area teachers who work with LEP students have been included in the courses.

A cumulative total of 6 major on-site services were provided by the BEMRC to projects in South Carolina (Table 3 on page 18). Figure 8 on the following page shows South Carolina's share of all the service activities provided by the Center during 1992-93.

FIGURE 8

Percentage of South Carolina's Share of all Services 1992-93



i. TENNESSEE.

Demographic and Linguistic Characteristics of the LEP Population

According to the United States Department of Commerce News 1991, there are 4,877,185 persons living in Tennessee. There are 10,039 (.2%) Native Americans, 31,839 (.7%) Asians, and 32,741 (.7%) Hispanics. There are 818,957 students enrolled in public and private schools and 3,069 or .4% of the school age population are identified as LEP. There are more than 70 language groups with the largest groups being Laotian, Vietnamese, Cambodian, and Spanish. The 1990 Census identified 28,764 students from the ages of 5-17 as speaking another language besides English in the home.

Geographic Distribution of LEP Students

Tennessee reports at least 70 different language groups represented in the LEP student population. However, the number of LEP students in each group is rather small. The largest group is comprised of Laotian students who are enrolled in 9 different school districts. Most of the LEP students are located in the areas of Memphis, Nashville, and Rutherford County. In recent years there has been a growing population of Japanese LEP and Hispanic LEP students.

State Policies and Regulations Regarding LEP Students

Official laws or officially adopted State Board policies in relation to Limited English proficient students are minimal. There are two statements under the language arts section of Tennessee Rules and Regulations which refer to LEP students. "Students whose native or dominant language is not English shall be provided English instruction especially designed for speakers of other languages. These courses may be used to satisfy the English language requirement for graduation, not to exceed two units." In addition, ESL teachers are required to hold an ESL endorsement on their licenses.

School systems receive no state funding to provide supplemental programs to meet the special needs of LEP students. Methods for identifying LEP students in Tennessee include: language assessment tests, achievement tests, criterion referenced tests, teacher observation/referral; home language survey, parent recommendations and grades.

Programs Serving LEP Students

Federal programs other than Title VII serving LEP students in Tennessee include: Chapter I, Indian Education, Bilingual Vocational Training, Adult Education, Special Education, and Migrant Education. There is a total of 3,315 students enrolled in support programs. There are two emergency immigrant grants, Metro-Nashville and Memphis City, which enrolled 1,718 students.

In addition, several school districts in the metropolitan areas such as Memphis, Nashville, etc., have been providing ESL instruction to LEP students with local funds.

Title VII Instructional Programs

There is only one Title VII program in Tennessee which is described below:

MEMPHIS CITY SCHOOLS

This project in Memphis is a Title VII special alternative instructional program that serves approximately 152 LEP students in grades K-6. It focuses on providing an appropriate and equitable educational foundation for all students from non-English language backgrounds. The program's goals are to develop the student's competency in the English language and to maintain academic achievement until the student can fully benefit from regular classroom instruction. The ethnolinguistic groups served are Vietnamese, Laotian, Khmer, Hispanic, Korean, Japanese, Chinese, Portuguese, and Arabic. This is a pull-out program which is in its fifth year of operation.

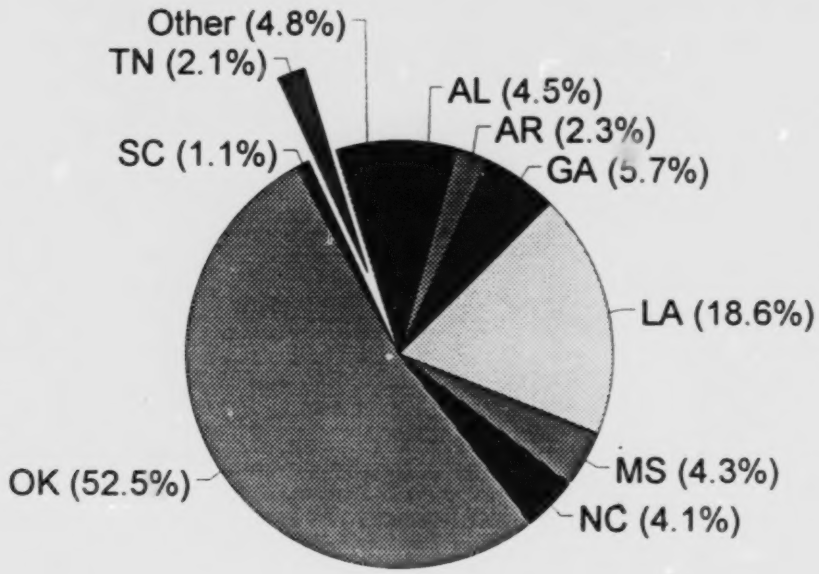
General Comments and Future Directions

Most educational programs serving LEP students in Tennessee are providing ESL instruction. There is a lack of certified ESL teachers throughout the state. In an effort to increase the number of ESL teachers and to equip school districts with knowledge of methods to better serve LEP students, the SEA has identified areas as needing special training: preparing teachers for teaching ESL, student identification, language techniques, parent involvement, preschool education, preparation of non-ESL professional school staff, and special educational services.

A cumulative total of 12 major on-site services were provided by the BEMRC to projects in Tennessee (Table 3 on page 18). Figure 9 on the following page shows Tennessee's share of all the service activities provided by the Center during 1992-93.

FIGURE 9

Percentage of Tennessee's Share of all Services 1992-93



PART B

SUMMARY DESCRIPTION OF MAJOR ACTIVITIES

Introduction

During the contract year 1992 - 1993, the Center provided a total of 560 service activities. Table 4 (page 94) presents a summary of these service activities by type. By definition, types of activities include coordination/planning, outreach and awareness, technical assistance, activity for college credit and training.

Of the 560 service activities, 502 were major training and technical assistance activities. We consider an activity to be "major" if we believe that it impacts a significant number of persons who deal with LEP students or if it deals with subject area that is crucial to the education of LEP students.

With the 560 activities, the Center's staff and consultants have made 6,025 service hours (Table 5, page 95) to 19,210 participants (Table 9, page 105). Of this number, 10,631 are teachers and paraprofessionals (Table 10, page 106) dealing with LEP students.

All members of the Center staff, as well as consultants, are required to report the delivery of their services via the "Log of Services" form. This reporting form has been revised several times during the year with a view to improve the reporting of data in an efficient and comprehensive manner.

The BEMRC's services were provided in a variety of topic formats: project management and documentation; curriculum and instruction (including curriculum development, ESL teaching methodology, computer assisted instruction, language and literacy development, whole language, cooperative learning, content area ESL, and the

TABLE 4

SUMMARY OF ACTIVITIES BY TYPE AND STATE
1992-1993

STATE TYPE OF ACTIVITY	AL	AR	GA	LA	MS	NC	OK	SC	TN	Other	TOTAL	
											N	**%**
Coordination/ Planning	3	0	9	2	0	0	21	0	0	12	**47**	**8**
Outreach & Awareness	0	0	1	0	0	0	8	0	1	2	**12**	**2**
TA	4	3	6	17	2	10	24	0	0	1	**67**	**12**
College Credit	0	0	3	13	1	3	25	0	1	0	**46**	**8**
Training	18	10	13	72	21	10	216	6	10	12	**388**	**70**
TOTAL N	**25**	**13**	**32**	**104**	**24**	**23**	**294**	**6**	**12**	**27**	**560**	
%	**4**	**2**	**6**	**19**	**4**	**4**	**53**	**1**	**2**	**5**		**100**

* Note: Activities which occurred outside the nine state service area are included in the "Other" category.

TABLE 5

SERVICE HOURS BY TASK AND STATE
1992-1993

STATE TASK	AL	AR	GA	LA	MS	NC	OK	SC	TN	Other	TOTAL	
											N	**%**
TASK 3	38	62	81	152	30	116	100	0	32	134	**745**	**12**
TASK 5	334	185	185	998	381	180	2,507	53	149	122	**5,094**	**85**
TASK 6	0	0	0	0	0	0	0	0	0	60	**60**	**1**
TASK 8	0	0	0	0	0	0	0	0	0	126	**126**	**2**
TOTAL N	**372**	**247**	**266**	**1,150**	**411**	**296**	**2,607**	**53**	**181**	**442**	**6,025**	
%	**6**	**4**	**4**	**19**	**7**	**5**	**43**	**1**	**3**	**7**		**100**

* Note: Activities which occurred outside the nine state service area are included in the "Other" category.

practical implications of the latest linguistic and curricular research); cultural awareness and counseling LEP students; and parent/community involvement; enhancing awareness of bilingual education as well as services provided by the Center; and the development of programs for LEP students. Curriculum and instruction was by far the most frequently requested topic for the Center's training sessions. This was not surprising since Bilingual Education projects in SA-4 were engaged in improving the academic language proficiency of LEP students and greatly in need of teacher-training in the methodology of language and content instruction. The total number of major workshops and on-site technical assistance activities provided under each topic category during 1992-1993 are presented in Table 6 below. The graphic representation of each topic is illustrated in Figure 10 on page 97.

TABLE 6

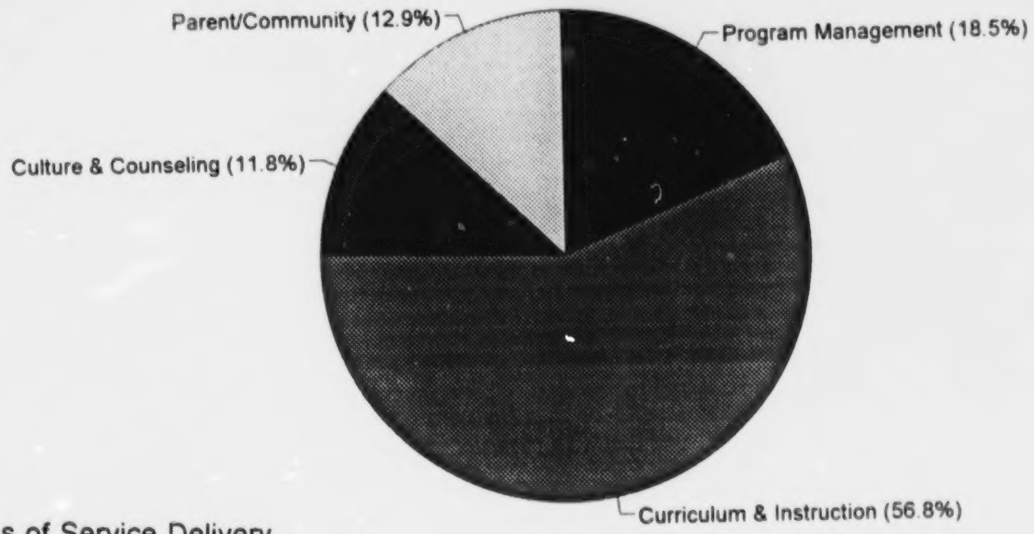
MAJOR TECHNICAL ASSISTANCE AND TRAINING ACTIVITIES 1992-1993

STATE TRAINING CATEGORY	AL	AR	GA	LA	MS	NC	OK	SC	TN	Other	**TOTAL**	
											N	**%**
Program Management	7	7	4	11	4	13	38	1	4	4	**93**	**18**
Curriculum and Instruction	15	5	15	61	16	9	148	5	5	6	**285**	**57**
Culture & Counseling	2	1	1	6	0	1	44	0	2	2	**59**	**12**
Parent/Community Involvement	1	0	0	21	2	0	39	0	1	1	**65**	**13**
TOTAL N	**25**	**13**	**20**	**99**	**22**	**23**	**269**	**6**	**12**	**13**	**502**	
%	**5**	**2.5**	**4**	**20**	**4.5**	**4.5**	**54**	**1**	**2**	**2.5**		**100**

* Note: Activities which occurred outside the nine state service area are included in the "Other" category.

FIGURE 10

PERCENTAGE OF MAJOR TECHNICAL ASSISTANCE AND TRAINING ACTIVITIES BY TOPIC 1992-1993



Modes of Service Delivery

BEMRC provided services to its clients through four major modes of delivery, each of which is briefly described below.

Among the most common modes of delivery we used (and our clients requested for) were on-site technical assistance by one or more members of the Center and on-site workshops on mutually agreed topics consistent with the needs of a program or organization. A third commonly used mode of delivery was workshops at state/regional conferences/institutes. The Center has continued to co-sponsor a number of these conferences throughout the region. We sponsored several Summer Institutes, most of which made it possible for our clients to obtain degree-related credits. (The Center also co-sponsored several other workshops which allowed our clients to earn college credit.) Fourthly, the Center participated in quite a number of meetings during the years with our clients and other agencies. These meetings were mainly for outreach, coordination and planning purposes.

We provided the majority of our services through workshops. We felt that this mode of service helped us to provide our services in the most cost effective manner to a large number of participants to meet their common training needs. Workshops at multi-district, multi-state, or regional conferences allowed us to make even more cost effective use of our key presenters (i.e., our staff and consultants) and enabled us to reach large audiences, both Title VII and Non-Title VII.

Table 7 (page 99) presents the various modes the Center used in providing services this year. These included workshops, on-site technical assistance/consultation with LEA's, coordination/planning meetings, and conferences/ institutes. To maximize the impact of our services, a number of our activities were conducted through co-sponsorship of events (e.g., regional or state conferences and IHE Summer Institutes) or through providing consultants as needed.

TABLE 7

SERVICES ACTIVITIES BY MODE
1992-1993

STATE MODE	AL	AR	GA	LA	MS	NC	OK	SC	TN	Other	**TOTAL**	
											N	**%**
Workshop - on-site	15	5	4	65	9	1	210	2	3	4	**318**	**57**
- conference/ institute	4	5	11	17	10	12	23	4	8	6	**100**	**18**
TOTAL - Workshop	19	10	15	82	19	13	233	6	11	10	**418**	**75**
Technical Assistance/ Consultation	6	3	5	17	3	10	32	0	1	3	**80**	**14**
Conference/ Institute	0	0	3	1	2	0	11	0	0	6	**23**	**4**
Meeting	0	0	9	4	0	0	18	0	0	8	**39**	**7**
GRAND TOTAL N	**25**	**13**	**32**	**104**	**24**	**23**	**294**	**6**	**12**	**27**	**560**	
%	**4**	**2**	**6**	**19**	**4**	**4**	**53**	**1**	**2**	**5**		**100**

* Note: Activities which occurred outside the nine state service area are included in the "Other" category.

Table 8 below presents technical assistance and training sessions by task. As required under the terms of the contract, 84% (Figure 11, following page) of our technical assistance and training sessions fell under Task 5, the task which requires the Center to provide technical assistance to bilingual education personnel in Service Area 4. Because Oklahoma has the largest LEP population and the majority of federally-funded bilingual education projects, it received more services than any other state in SA-4.

TABLE 8

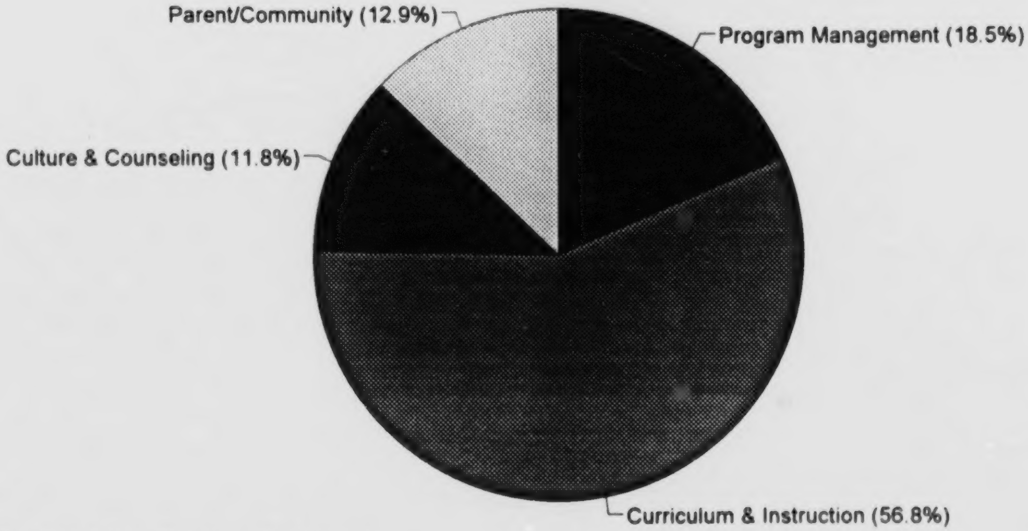
MAJOR TECHNICAL ASSISTANCE AND TRAINING ACTIVITIES BY TASK
1992-1993

STATE TASK	AL	AR	GA	LA	MS	NC	OK	SC	TN	Other	**TOTAL**	
											N	**%**
TASK 3	3	4	3	8	2	13	28	0	4	13	**78**	**16**
TASK 5	22	9	17	91	20	10	241	6	8	0	**424**	**84**
TOTAL N	**25**	**13**	**20**	**99**	**22**	**23**	**269**	**6**	**12**	**13**	**502**	
%	**5**	**2.5**	**4**	**20**	**4.5**	**4.5**	**54**	**1**	**2**	**2.5**		**100**

* Note: Activities which occurred outside the nine state service area are included in the "Other" category.

FIGURE 11

PERCENTAGE OF MAJOR TECHNICAL ASSISTANCE AND TRAINING ACTIVITIES BY TASK 1992-1993



Clients of the Center Activities

Because our service area includes a large number of American Indian projects, American Indians were the recipients of a greater number of services than any other ethnolinguistic group. However, as Figure 12 (page 102) indicates, ethnolinguistic groups speaking non-Indian languages were not ignored. During the past year we served educators whose students came from a variety of language backgrounds: American Indian (33 languages); Asian (17); Hispanic (2); and others (17). In sum, we served educators who dealt with students from over 60 different language groups.

For each of the major activities we conducted, the Center staff and consultants were instructed to circulate an attendance sheet. The participants were asked to indicate whether they worked in a Title VII program and what position they held (e.g., administrator, teacher, assistant, parent, etc.).

FIGURE 12

Languages Served
(in alphabetical order)

NORTH AMERICAN INDIAN LANGUAGES

Macro-Siouan
- Cherokee
- Crow
- Sioux
  - Hidatsa

Algonquin
- Arapaho
- Blackfoot
- Cheyenne
- Cree
- Kickapoo
- Ojibwa
  - Chippewa
  - Mitchif
- Shawnee
  - Absentee

Macro-Algonquin
- Choctaw
- Muskogee
  - Creek

Aztec-Tanoan
- Hopi

Na-Dene
- Navaho
  - Navajo

OTHER INDIAN TRIBES SERVED

- Kickapoo
- Lumbee
- Mandan
- Muckleshoot
- Osage
- Ottawa
- Pueblo
- Winnebago

INDO-EUROPEAN

Greek
- Greek

Slavic
- Czeck
- Macedonian (Yugoslavian)
- Polish
- Russian

Germanic
- English
- German
  - Hutterite
- Icelandic
- Norwegian
- Swedish

Indo Iranian
- Iranian (Farsi)
- Pashto (Pakistani)
- Sinhalese (Singhalese)

Indo-Aryan
- Hindi
- Urdu

Romance/ Italic
- French
- Italian
- Portuguese
- Romanian
- Spanish

ASIAN

Tai
- Laotian
- Thai

Sino-Tibetan
- Chinese
- Hmong
- Vietnamese

Dravidian
- Coorg

Austronesia
- Tagalog
- Sudanese

Austro-Asiatic
- Khmer

Altaic
- Azerbaijani
  - Afghani
- Japanese
- Korean
- Turkish

AFRO-ASIATIC

Semitic
- Amharic
  - Ethiopian
- Arabic
- Hebrew

Cushitic
- Somali

Nigerian?

OTHER

Hawaiian

Uralic
- Hungarian

Reference for language groups

Crystal, David. The Cambridge Encyclopedia of Language, Cambridge University Press, New York, NY, 1988.

As expected, the number of non-Title VII participants was greater than that of Title VII participants (12,857 vs. 6,353) because the latter constitutes a small part of LEA personnel. Moreover, the Title VII project directors were very much interested in having the entire school staff attend the workshops we offered, and not restrict them to their own staff. Indeed, school districts receiving our services wanted to make sure that all of their teachers and staff received training in the appropriate method of teaching LEP students.

Table 9 and Figure 13 on the page 105 provide attendance data and percentages of participants in each state and by type (Title VII or non-Title VII).

Table 10 (page 106) and Figure 14 (page 107) on the following pages detail the attendance date by state and client categories. Understandable, teachers and teacher assistants were the largest recipients (10,631) of the Center training activities. Together they constituted more than half (55%) of our clients.

The second largest group of participants was school administrators. As required by the contract (Task 3.3 and Task 5.3), the Center provided quite a number of assistance and training services for education administrative personnel during the contract year. This resulted in the high number of administrators participating in our activities. This number reached 6,451 project directors and school administrators, or 34% of all participants.

SEA personnel were also the target of Center training during the contract year. At the request of the SEAs, the Center conducted a series of training workshops on multicultural education, language acquisition and bilingual/ESL programs to SEA personnel. 246 state education persons participated in these training activities as reflected in Table 10 on page 106.

Other school personnel such as counselors and support staff who were involved in the education of LEP students also were recipients of the Center's training activities. 851 of them participated during 1992-1993.

Lastly, parents and community persons also were the focus of the Center's training. They constituted the third largest group of recipients of the Center's activities with 1,031 or 5% of all participants.

The attendance data reported here may not be totally accurate for a couple of reasons (i.e. the data show a number smaller than what we believe to be the actual number of persons served). In certain situations, such as when a member of the Center staff gave a keynote speech at an event we co-sponsored or when s/he was a member of the panel, it was not possible to have the participants sign an attendance sheet.

A couple of other problems we encountered in collecting attendance data should also be mentioned. Occasionally, participants were unsure whether or not they belonged to a Title VII program and, therefore, often signed in as non-Title VII. The other problem was with participants who simply did not want to sign our sign-in sheets.

In short, the data we report here are somewhat limited, and we feel that the numbers given under-represent the large number of clients we served during the past year. We believe that if we took into consideration all the participants who were the beneficiaries of our services, (documented as well as undocumented), the actual number would amount to at least one-and-a-half times the number reported here.

TABLE 9

ATTENDANCE DATA BY STATE
1992-1993

STATE TYPE	AL	AR	GA	LA	MS	NC	OK	SC	TN	Other	**TOTAL**	
											N	**%**
Title VII	301	24	271	813	990	147	2,741	4	136	926	**6,353**	**33**
Non-Title VII	206	235	2,715	804	215	455	7,158	164	246	659	**12,857**	**67**
TOTAL N	**507**	**259**	**2,986**	**1,617**	**1,205**	**602**	**9,899**	**168**	**382**	**1,585**	**19,210**	
%	**3**	**1**	**16**	**8**	**6**	**3**	**52**	**1**	**2**	**8**		**100**

* Note: Activities which occurred outside the nine state service area are included in the "Other" category.

FIGURE 13

PERCENTAGE OF TITLE VII/NON-TITLE VII PARTICIPANTS 1992-1993

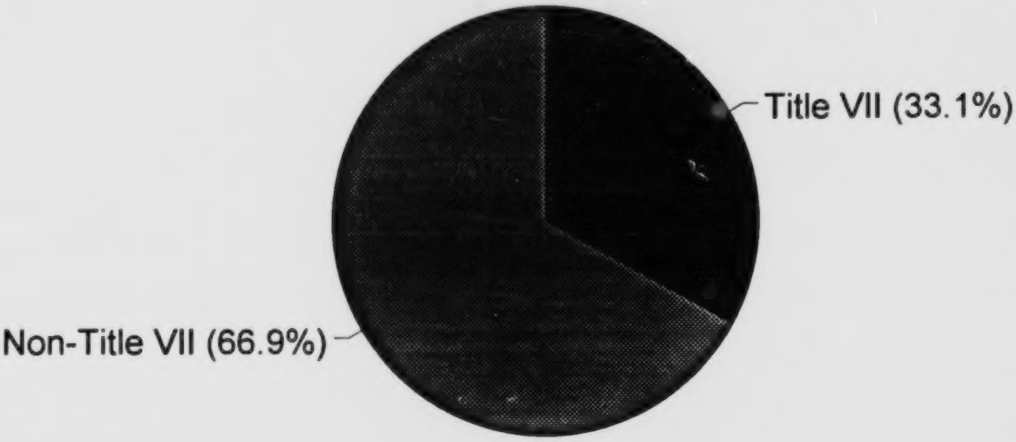


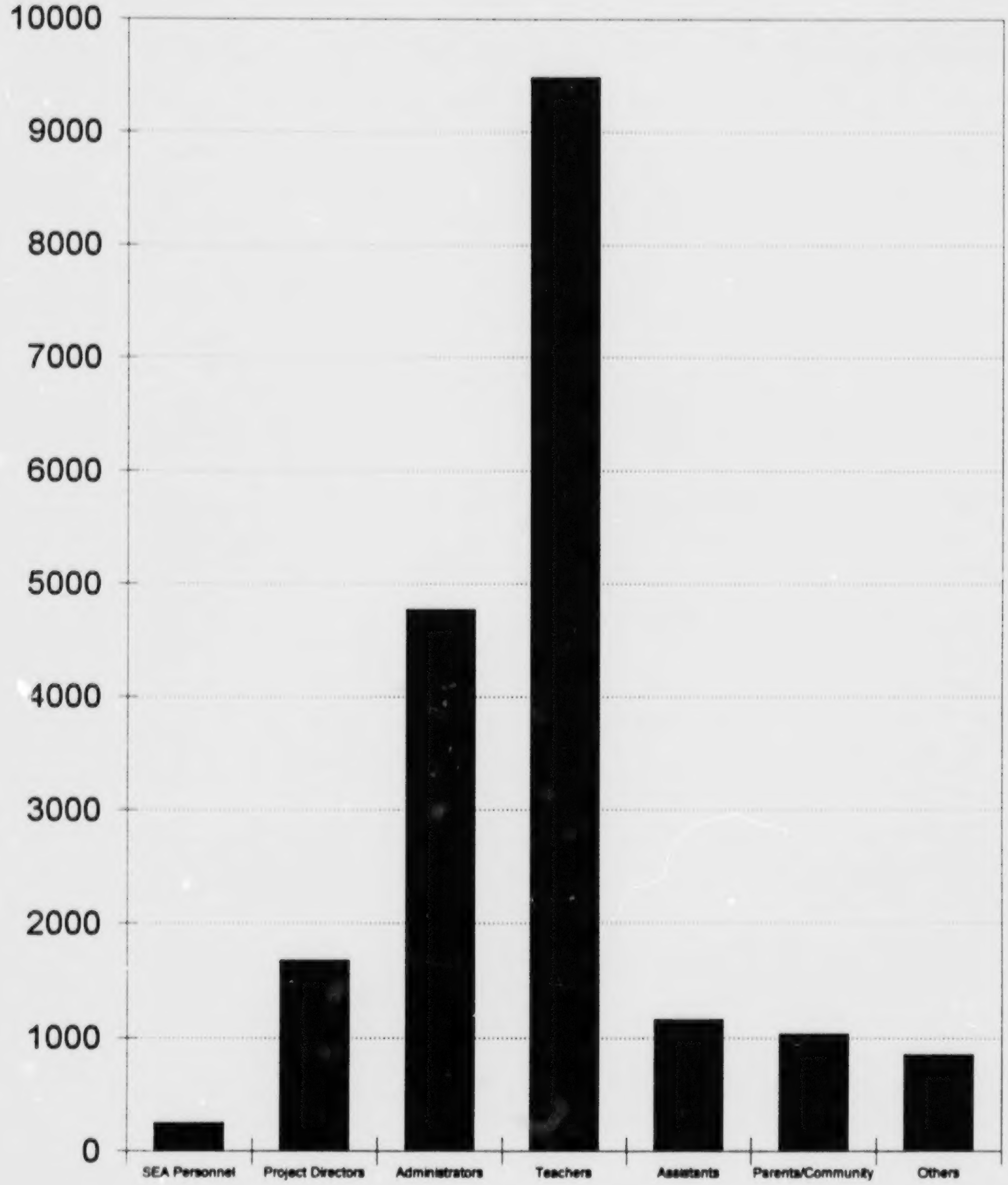
TABLE 10

ATTENDANCE BY CLIENT TYPE
1992-1993

STATE CLIENT TYPE	AL	AR	GA	LA	MS	NC	OK	SC	TN	Other	**TOTAL**	
											N	**%**
State Education Personnel	24	9	16	22	39	3	115	2	5	11	**246**	**1**
Project Directors	28	12	17	110	67	20	706	2	3	714	**1,679**	**9**
Administrators	62	80	69	188	120	79	4,067	4	19	84	**4,772**	**25**
Teachers	253	99	2,864	845	808	431	3,125	160	301	591	**9,477**	**50**
Teacher Assistants	86	7	12	163	42	18	819	0	2	5	**1,154**	**6**
Parents/ Community Persons	45	2	0	198	50	4	684	0	26	22	**1,031**	**5**
Others	9	50	8	91	79	47	383	0	26	158	**851**	**4**
TOTAL N	**507**	**259**	**2,986**	**1,617**	**1,205**	**602**	**9,899**	**168**	**382**	**1,585**	**19,210**	
%	**3**	**1**	**16**	**8**	**6**	**3**	**52**	**1**	**2**	**8**		**100**

* Note: Activities which occurred outside the nine state service area are included in the "Other" category.

FIGURE 14
GRAPHIC REPRESENTATION OF ATTENDANCE BY CLIENT TYPE
1992-1993



1. **Coordination Activities**

To meet the contractual obligations under Tasks 1, 2, and 3, the Center staff conducted and/or coordinated a number of activities, the major highlights of which are presented below.

The coordination activities of the Center during the past year were both extensive and comprehensive. Throughout the contract year, the purpose of our coordination with federal and state agencies, educational associations, and tribal associations was to avoid any duplication and/or overlapping of services to our clients in the Service Area 4. In addition, a careful coordination of our activities with other agencies helped us maximize the available sources of technical assistance to the projects.

We assumed "coordination" to be an activity which included such things as another agency providing us (or we providing them) assistance in planning, payment of consultants for training, provision of facilities for training, or dissemination of information. Thus, for instance, our summer institutes involved the cooperative efforts not only of the Center and the respective universities and colleges (which provided all the facilities and IHE credit) but also many of the Title VII project directors in Service Area 4 (who provided travel expenses to their staff and course fees for those desiring college credit).

After the official beginning of the contract on October 1, 1992, the Center Director met with OBEMLA officials to discuss a preliminary baseline management plan and outline a plan of action to meet the various tasks and subtasks and expected key events and outcomes during the upcoming year. Shortly after that meeting, active coordination activities of the Center began with the annual regional coordination meeting and regional workshop. The purpose of all these coordinating activities was to make sure that the services we were providing and those of other agencies were not being unnecessarily duplicated.

Following is a description of the annual coordination meeting and regional workshop, and other coordination activities.

a. **Coordination Meeting and Regional Workshop**

For the 1992-1993 contract year, the first major coordination meeting as required by the Contract was held on October 27, 1992 in Tulsa, Oklahoma to discuss and finalize a coordination plan for the year with the SEAs in Service Area 4. This meeting was attended by the Center Director and representatives of the SEAs in the Service Area (Alabama, Arkansas, Georgia, Louisiana, Mississippi, Oklahoma, South Carolina, and Tennessee). North Carolina's SEA representative could not attend due to a last minute emergency. Also attending were representatives from EAC-West, EAC-East, and DAC-South Central Collaborative. At this meeting, the SEAs and the Center Director cooperatively prepared the draft of a Letter of Agreement for the 1992-1993 year, indicating the specific activities and collaborative efforts and procedures to be used by the Center in providing its services in each state. These letters (signed by the Center Director) were later returned to the Center by the SEAs duly signed either by them or by the appropriate officials in their respective states. Specific topics presented at this meeting were an overview of BEMRC activities for the 1992-1993 year, planning for BEMRC-SEA coordination, coordination with other agencies, requests for services, the Service Delivery Plan, conferences, institutes, and individual state needs and activities.

As per the terms of the contract, the Annual Regional Workshop, which included the coordination and development of a service delivery plan, was held in Tulsa following the Coordination Meeting on October 27, 28 and 29, 1992. Over 200 persons, including Title VII Project Directors and/or their representatives and other interested professionals attended this two-day meeting. Also in attendance were the SEAs from Alabama, Arkansas, Georgia, Louisiana, Mississippi, Oklahoma, South Carolina, and Tennessee, and representatives from EAC-West, DACs and Indian Education Technical Assistance Centers.

Also on October 27, 1992, the Project Directors' Meeting was held. Discussed in the meeting were procedures for priority of requests for MRC services, planning for MRC services to the projects in 1992-1993, projects' concerns and services provided by other agencies. A greater part of the meeting was spent in learning the needs of the individual projects in order to appropriately prepare the Service Delivery Plan for each state and project. The resulting interaction between the Center staff and our clients was excellent.

The Opening Session of the Annual Regional Conference "Preparing LEP Students for America 2000" was presided over by Dr. Eva Midobuche, the Center's Associate Director. The Center's Director, Dr. Hai Tran welcomed the participants and greetings were given by Dr. John Steffens Assistant Vice-Provost from the University of Oklahoma, Ms. Debbie Jones-Saumty from AIRD, Ms. Yolanda Garcia from EAC-East, and Dr. Judith Wilde from EAC-West.

After the Opening Session twelve concurrent sessions were presented. Ms. Debbie Jones-Saumty, Senior Training Associate for the American Indian Research and

Development Inc. in Norman, Oklahoma, presented Session 1 "National Goals for Indian Education." Session 2 "Bilingual Education via Satellite" was presented by Ms. Tika Laudun, Senior Producer for the Louisiana Public Broadcasting in Baton Rouge, Louisiana. "Selecting Appropriate Tests for LEP Students" Session 3, was presented by Dr. Judith Wilde, Senior Research Associate from the Evaluation Assistance Center-West, New Mexico Highlands University, Albuquerque, New Mexico. Dr. Mary Lou McCloskey, Bilingual Education Coordinator from the Atlanta Satellite presented Session 4 "Literacy Through Literature". Session 5 "Using Thematic Unites to Integrate Curriculum for LEP Students" was presented by Ms. Earline Buckley, Bilingual Education Coordinator from the Louisiana Satellite. From Marietta City Public School in Marietta, Georgia, Ms. Cynthia Schuessler, ESL Coordinator and P.I.A.G.E.T. Adoption Site Director, presented Session 6 "Adopting P.I.A.G.E.T. Bilingual Child and Parent Programs for Successes for America 2000." Session 7 "Strategies for Program Evaluation" was presented by Ms. Yolanda Garcia, Research Scientist, Evaluation Assistance Center-East, Intercultural Research Development Associate, San Antonio, Texas. "ESOL Literacy in a Family Setting" Session 8 was presented by Susan Rawlston, Teacher, Family English Literacy, Tri-Cities High School, East Point, Georgia. Dr. Jim Romero, Project Coordinator, Norman Prevention Coalition, University of Oklahoma, Norman, Oklahoma, presented Session 9 on "Drug and Alcohol Prevention in a Multicultural Setting". Session 10, "Drop-Out Reduction: A Method that Works", was presented by Ms. Diane Rudloe, Disseminator/Curriculum Specialist, Title VII Academic Excellence, Project MAINE, Portland, Maine. Mr. Raul Font, Dean of Students, Oklahoma City Public Schools, Oklahoma City, Oklahoma, presented Session 11 on "Measuring Academic Performance, The Difference Between Success and Failure". Session 12 on "Games and Activities for Teaching Math to LEP Students" was presented by Dr. Larry Bolman, Bilingual Education Specialist from our Center. A keynote address, entitled "Bilingual Education in a Multicultural Society", was given by Dr. James Boyer, Professor at Kansas State University, Manhattan, Kansas.

Also included in the afternoon activities was a cultural activity requested by the Project Directors. For the Native American Cultural Awareness excursion special arrangements were made with the Gilcrease Museum in Tulsa for a special tour.

On October 29, the project directors' meeting was held. Discussed at this meeting were procedures for requesting MRC services, planning for MRC services to the projects in 1992-1993, projects' concerns, and services provided by other agencies. A greater part of this meeting was spent in learning the needs of individual projects in order to appropriately prepare the Service Delivery Plan for each state and project. The resulting interaction between the Center staff and our clients was excellent.

The Coordination Meeting and the Regional Workshop were very useful for our staff in getting acquainted with the project directors, especially the new ones, and their representatives, with whom our staff must work cooperatively throughout the year. The interaction between the members of our staff and Title VII directors and other representatives from Service Area 4 has been excellent, thanks to the annual workshops.

b. **Other Coordination Activities**

Apart from the initial coordination planning at the Regional Workshop, as described above, the Center staff was continually engaged in coordination of its services throughout the year. For example, almost all the workshops and technical assistance we offered at project sites were coordinated with the SEA concerned, usually through appropriate notification, planning via telephone, or by correspondence. Among the other agencies of the state and federal government with whom we coordinated our activities on a regular basis were the following: Desegregation Assistance Centers, Education Personnel Training Programs funded under Title VII, Evaluation Assistance Center-Western Region and Eastern Region, Title V Indian Education Technical Assistance Centers, professional associations which are involved in the enhancement of the education of LEP students (such as State Affiliates of NABE, State TESOL Affiliates, and Migrant Education Regional Centers).

The Center also coordinated with the National Clearinghouse for Bilingual Education (NCBE) in disseminating information on materials and resources regarding bilingual programs to individuals, programs and schools in Service Area 4.

Through coordination Center staff conducted training workshops at many state and national conferences. Also, training institutes could not have been possible without coordination effort. Descriptions of these coordination activities are incorporated in the next three sections on major training activities, training institutes and college-credit activities.

next three sections on major training activities, training institutes and college-credit activities.

2. Major Training Activities

During 1992-1993, the Center presented and co-sponsored a number of workshops at project sites as well as at statewide meetings and conference. What follows is a chronological summary of some of the significant or major workshops during the year.

Since the Center was serving a new service area, the Center staff made extra efforts for outreach and coordination.

In the month of October, the Center co-sponsored several conferences. On October 7, Ms. Earline Buckley of our Center presented "Collaborative Teaching at the LASAFAP Conference in Lafayette, LA. Ms. Buckley also presented a workshop on the 7th for the Louisiana SEA entitled "Cooperative Learning in the Spanish Second Language Classroom" in Eunice, Louisiana.

The **Southeast Regional TESOL Conference** in Biloxi, Mississippi was held on October 8-11. The Center sponsored two well-known keynote speakers, Dr. Joan Morley and Ms. Lydia Stack. Dr. Morley's address was "'Micro' and 'Macro' Focus in Teaching Pronunciation: Some Activities, Tasks, and Techniques". Dr. Morley also presented "The Oral Communication Curriculum: Integrating Pronunciation/Speech/Communication". Ms. Stack's keynote address was "Teaching Writing Workshop". She also presented "Teaching Literature with Writing" and "Writing with Literature for ESOL". Dr. Mary Lou McCloskey from the Center presented "The State of the State" discussing the conditions of the education for LEP students in the states of southeastern U.S.

Also at the Southeast Regional TESOL Conference the Title VII Directors Meeting for the Southeast Region was conducted by Dr. Hai Tran, Dr. Eva Midobuche, Dr. Mary Lou McCloskey and Ms. Earline Buckley, all Center staff.

The Center staff also conducted three broadcast training sessions with **Louisiana Public Broadcasting**. These session provided excellent opportunity for the Center to reach a number of states both within and outside SA-4.

On October 8, 1992, Ms. Earline Buckley of our Center presented "Multicultural Education" and "Verbal Communication Styles" for the Louisiana Public Broadcasting and Southeastern Louisiana University in Baton Rouge, LA. Also for the Louisiana Public Broadcasting and Southeastern Louisiana University, Dr. Hai Tran, Center Director, presented "Dropout Prevention for LEP High School Students" on October 14th. Also on the 14th, Ms. Earline Buckley presented "Cooperative Learning in the Spanish Second Language Classroom" for the Louisiana State University at Eunice, Louisiana.

On October 29 at the **Louisiana Association for Bilingual Education Conference** in New Orleans, Louisiana, Dr. Ravi Sheorey presented "Issues in Counseling LEP Students". Also at the LABE Conference, Ms. Earline Buckley conducted a training workshop on "Parents: Do You Know Where Your Children Are?" on October 30th.

In November the Center continued to reach out to new clients in its service area and to coordinate its activities with other professional organizations and agencies especially state affiliates of NABE and TESOL.

On November 4, Dr. Alejandro Gallard presented "Content Areas of Math and Science for the English Learning Student" for the Louisiana Public Broadcasting in Baton Rouge, Louisiana.

On November 6-7, the **Oklahoma Association for Bilingual Education (OABE) Conference** was held in Tulsa. This conference drew close to 250 administrators, teachers, paraprofessionals and parents/community persons from all over the state of Oklahoma. Through staff exchange the Center brought Mr. Dick Littlebear, Director of MRC-16, to deliver a keynote address and workshop on "Math and Science Challenges of the Future for LEP Students". The Center also sponsored a session presented by Mr. Dennis Snell on "Scripting for Parent Communications". Both sessions were very well received by the conference participants. In addition the Center Director and Associate Director took the opportunity to meet with Title VII Directors at the conference to discuss the training needs of their programs as well as their concerns.

On November 13-14 the **Carolina TESOL Conference** was held in Wrightsville Beach, North Carolina. This conference attracted over 200 participants from the states of North and South Carolina. In addition to a workshop on "Developing Educational Programs for LEP Students" presented by the Center Director and Associate Director, the conference committee set aside a room during the conference for participants to consult with the Center Director and Associate Director. Consultation sessions took place with administrators and teachers from Catowba Schools and Lee County Schools in North Carolina, and from Charleston County Schools and Burlington City Schools in South

Carolina. Extended consultations were conducted with a representative from the University of North Carolina on Bilingual/ESL training programs.

In December, the Center made considerable efforts for outreach and coordination. In particular, the Center worked closely with the SEAs, especially those in the states that did not have Title VII programs.

On December 10, at the request of the representative of the **Alabama SEA**, MRC-4 staff member Mary Lou McCloskey conducted a whole day training on "History and Legal Aspects of Bilingual Education" and "Application of Research in Bilingual Education". Legal obligations of school districts to the education of LEP students were discussed. Also, an introduction to second language acquisition, language development and curriculum was presented. Participants to this training event were 20 SEA central staff members and SEA regional directors.

A **Regional Training Workshop** at Crowley's Ridge Education Cooperative was held in Harrisburg, Arkansas on December 16. At the request of Crowley's Ridge Education Cooperative and in collaboration with the Arkansas State Department of Education, Ms. Earline Buckley, from the Center, conducted a training workshop on "Addressing the Needs of the LEP Student in the Regular School Program." This workshop dealt with the topics of language acquisition, identification of needs of LEP students, teaching strategies, LEP Students' cultural backgrounds, and available resources. The event attracted 17 administrators and teachers from several school districts in Arkansas. These school districts have a good number of LEP students, mainly Hispanic and Asian, and have not developed an educational program addressing their needs.

The **Oklahoma State Department of Education** invited the Center Director and Associate Director to participate in a coordination meeting in Oklahoma City on January 25, 1993, to discuss the adoption of successful Equity 2000 programs on mathematics with representatives from Oklahoma State University. The Oklahoma SEA planned to adopt the successful programs in Prince George County, Maryland, and Fort Worth, Texas, to schools in Oklahoma. The MRC discussed how these programs would benefit LEP students and promised to take an active role in this important project.

A training session with **Louisiana Public Broadcasting** in Baton Rouge, LA, on "ESOL Language Learning through Literature and Story Telling" by Mary Lou McCloskey was held on January 26. This distance-learning program reached 16 states, most which are in SA4. On January 29 Mary Lou McCloskey presented "Multicultural Education and Academic Learning", a Georgia SEA Regional Workshop held in Atlanta, Georgia.

The Center continued to outreach and coordinate its efforts during the month of February, not only within the service area but also at the national level through coordination with OBEMLA and NABE. On February 12 Ms. Buckley met with Louisiana SEA and Louisiana project directors to discuss training needs, get feedback on the Center's services and plan for future training events. The meeting was held in Marrero, LA.

At the **OBEMLA Management Institute** in Houston, Texas on February 23-26, 1993, the Center was requested by OBEMLA to organize, facilitate and present two training activities. Dr. Hai Tran, the Center Director, facilitated and conducted a workshop on "Parents as Partners in the Education of Asian Students" and Dr. Mary Lou McCloskey presented the training workshop on "ESL and Content Integration". Both workshops received positive responses from participants. Also, Dr. Hai Tran was asked to present the goals, objectives and services of the MRCs at the Opening Session of the Institute.

At the **NABE Conference** in Houston, Texas on February 24-27, 1993, three Center staff members conducted training workshops. Dr. Hai Tran and Dr. Eva Midobuche conducted a workshop on "Managing a Culturally Diverse Staff with Success" on February 26. This workshop drew over 60 participants from all over the country. Also, Dr. Mary Lou McCloskey presented on "Multicultural Literature for Multi-level Classroom" on February 27. Both workshops received impressive evaluation from participants.

On March 4 the Center Director and Associate Director participated in a meeting with NALI (Native American Language Issues) in Henryetta, OK, to discuss bilingual education for Native American students and Title VII reauthorization. Also on March 4, Ms. Buckley in collaboration with Arkansas SEA, conducted a series of training workshops for over 50 administrators and teachers of LEP students at Rogers Public Schools, Rogers, AR.

The **Multicultural Education Institute** was held at the University of Central Oklahoma, Edmond, OK, on March 5-6, 1993. This annual event attracted over 400 participants including school administrators, teachers, teacher assistants, counselors, parents/community persons and students, mostly from central Oklahoma. As in the past, the Center took an active role in this Institute. The Center staff participated in planning for the event. This year, the MRC sponsored Dr. Sara Melendez, the Keynote Speaker for the opening session. Her address was on "Multicultural Education: Developing our

National Potential". Center associate Ravi Sheorey was speaker for the luncheon on the second day.

Tennessee ESL Conference was held in Nashville and Memphis, TN, on March 15-16 and 18-19, 1993. In collaboration with the Tennessee-SEA and the Southeastern Desegregation Assistance Center, the Center staff conducted a series of training workshops at these two ESL Conferences. The topics presented were "BAFA BAFA" and "ESL in the Content Areas for Secondary Teachers". The first conference was in Nashville aiming at schools in the eastern part of Tennessee. The second conference in Memphis was for schools in the western part of the state. Both conferences attracted close to 150 participants.

Louisiana TESOL Conference in New Orleans, Louisiana, was held on March 26-27, 1993. The Center co-sponsored this statewide event which drew more than 150 ESL/bilingual teachers, teacher assistants, administrators and students. Through this effort, the Center provided the services of Professor Ann Raimes and Earline Buckley, Center staff member. Professor Raimes delivered the keynote address on "Balance and Power in the Classroom" and Ms. Buckley conducted several workshops and presentations on "Strategies for Language Acquisition".

The **Phi Delta Kappa Conference** on "Teaching in Urban Schools" at the University of Arkansas, Fayetteville, Arkansas, was held on March 27, 1993. At the request of the conference chairperson, the Center Director and Associate Director presented on "Understanding the Hispanic and Asian Student" and "Working with LEP Students:

Strategies for Mainstream Teachers". The sessions attracted over 50 teachers and administrators who had LEP students in their schools.

The **International TESOL Conference** was held in Atlanta, Georgia, on April 13-16, 1993. The Center co-sponsored this event which drew more than 6000 ESL/bilingual teachers, teacher assistants, administrators, researchers, teacher trainers and students. Through this effort, the Center sponsored Dr. Catherine Snow from Harvard University who conducted a major session entitled "Input to First and Second Language Learners" which attracted over 800 participants. The Center also provided the services of two of its staff members, Mary Lou McCloskey and Earline Buckley. Dr. McCloskey was chairperson of the Conference and was responsible for incorporating Center training activities into the program of the conference. In addition, she conducted a workshop on "From Literacy to Literature". Ms. Buckley presented on the topic "Learning Strategies for Vocational Education ESL". Both sessions were very well received. Also, at the conference the Center Director and Associate Director met with a number of Title VII Project Directors in SA4 to review training activities and plan for future services.

On April 17, Dr. Larry Bolman from the Center presented "Hands-on Math Activities for LEP Students" at Northeastern State University in Tahlequah, OK.

On April 22, 1993, the Center Director and Associate Director participated in and presented on "Ethnic Diversity: Asians and Hispanics" at the **Oklahoma Association of Career Development and Placement Conference** at the University of Oklahoma in Norman, Oklahoma. Over 50 participants attended.

The **Equity 2000 Awareness Workshop** was held in Tulsa, Oklahoma on April 26, 1993. The Center co-sponsored this event together with the Oklahoma SEA, the College Board and Oklahoma State University. The purpose of this statewide workshop was to inform school administrators of mathematics as the gatekeeper of success for high school students and of the successful programs for minority students in other parts of the country, especially in Prince George County, Maryland, and Fort Worth, Texas. This event attracted 87 participants who were school administrators from across the state of Oklahoma.

Also on April 26 the **Georgia Regional Workshop** for Teachers of LEP Students was held in Americus, Georgia. This two-day training event was sponsored by the Georgia State Department of Education and co-sponsored by the Center. It attracted 30 participants from the schools in Sumpter County and its surrounding areas. Two of the Center staff, Dr. Mary Lou McCloskey and Ms. Earline Buckley, conducted four training workshops,

The **NAAPAE Conference** was held in New York City on May 5-8, 1993. The Center took an active part in this national conference which drew over 500 participants from all over the country, Canada and the Pacific Islands. The MRC Director, as President of NAAPAE, presided over this conference, addressed the opening session and Parents' Institute. He also presented two major training sessions on "Immigration Issues that Affect Programs for LEP Students" and "Bilingual Education Across the Land."

On May 6 the Center's Associate Director participated in the **Minority Teacher Recruitment Advisory Committee Meeting**. This meeting was sponsored by the Oklahoma State Department of Education.

The **Tennessee TESOL Conference** in Murfreesboro was held on May 7-8, 1993. The Center cosponsored this statewide Conference in collaboration with Tennessee TESOL and the Tennessee SEA. Center staff delivered the luncheon keynote address on "Integrated Language Teaching: What We're Doing Right", and conducted two training and discussion sessions on "Multicultural Literature for Multilevel Classrooms" and "Issues in ESOL in Tennessee". The Conference drew close to 100 participants from all over the state of Tennessee.

The **Mississippi State Regional Conferences** were held in Biloxi on May 11, in Jackson on May 12, and in Tupelo on May 13. In collaboration with the Mississippi SEA and DAC - South Central Collaborative, Center staff conducted six training workshops at these annual training events which took place for three days: in Biloxi on the first day, Jackson on the second day, and then in Tupelo on the third day. The session topics were on "Adapting Basal Readers in Teaching LEP students" and "Verbal Advantage 1". The caravan of trainers started out in the southern part of the state and ended in the northern part of the state. The participants responded very positively to the training sessions.

The training workshops for college credit were held in Hartshorne and Clinton, Oklahoma, on May 1 and May 11-12, 1993. The Center, in collaboration with **Oklahoma State University**, conducted two two-day on-site training events for college credits for 21 teachers and paraprofessionals of Title VII projects in Hartshorne and Clinton. The topic for training was "Instructing LEP Students: An Overview."

On May 22 the **Annual Training Seminar for Parents of Asian Students** was held in Oklahoma City, Oklahoma. The Center cosponsored this annual event which attracted over 200 Asian parents. The MRC director addressed the parents at the opening session. Also, the Center provided the services of three consultants who conducted training workshops for Cambodian, Chinese and Lao parents.

On June 3-4, three Center staff members presented at the **North Carolina Regional Workshop** in Charlotte, North Carolina. The Center co-sponsored this activity with the North Carolina Department of Education. Topics presented at this conference included "ESL Techniques in the Regular Classroom: Sheltered Instruction and Scaffolding", "Language and Content Compatibility in the Regular Classroom:, "ESOL Teachers and Classroom Teachers Adapting and Developing Materials Together", "Cultural Information for Effective Counseling and Teaching", "Legal Responsibility for Serving Learners of English in Multicultural Contexts", "Teaching Reading through a Literature-Based Approach", "Working with Learners of English in LEAs Where There Are No English as a Second Language Programs" and "Administrators and Teachers Talk: What's Best for LEPs" and "How to Meet the Office of Civil Rights Compliance Requirements".

In June the Center staff also taught a graduate course on "Theory and Practice in Bilingual Education". In coordination with the **College of Education, University of Oklahoma**, the Center provided this course for the teachers of the Title VII Project, Norman Public Schools in Norman, Oklahoma, and teachers of other school districts in the surrounding areas. The course met every day for four weeks during the month of June. There were 23 participants taking the course for credits toward Bilingual/ESL endorsement. The Center Director was the professor on record and Center staff served as guest lecturers.

The **Summer Conference of Federal Programs** was held in Huntsville, Alabama, on June 10-11, 1993. The Center co-sponsored this conference at the request of the Alabama SEA. The Center Director and Associate Director conducted two workshops on "ESL methodology" and a number of technical assistance and outreach activities to the Alabama SEA personnel and representatives of school districts that have LEP students.

On June 16-17 the **South Carolina Regional Workshop** was held in Columbia, South Carolina. The MRC staff conducted a series of workshops on "Designing Curriculum", "Integrating ESL and Content Area Instruction", and "Working with LEP Students: Strategies for Mainstream Teachers". This activity attracted over 35 teachers from all over the state of South Carolina.

On June 22-24 the **Summer Institute for Teachers of Cherokee Children** was held in Cherokee, North Carolina. The Center co-sponsored this Summer Institute with Northeastern State University in Tahlequah, Oklahoma. The Center provided the services of a consultant who conducted training workshops in the Cherokee language. The topics presented were on "Review of Western Cherokee Culture and Tradition", "Language and Learning Environment of the Cherokee Child", "Models and Materials for Teaching Cherokee Language" and an on-site technical assistance on Cherokee curriculum development.

The **Summer Institute** for ESL Teachers in Hattiesburg, Mississippi held on June 22, 1993, was co-sponsored with the University of Southern Mississippi and Mississippi State Department of Education. This was the third institute which aimed at training ESL teachers for the schools in the state of Mississippi. The Center provided the services of Dr. Mary Lou McCloskey, who presented "Integrated Language Teaching and Learning".

The **Assessment of Indian Students with Limited English Proficiency Institute** was held in Shawnee, Oklahoma on June 24-26, 1993. The Center co-sponsored this Summer Institute with the Oklahoma Native Language Development Institute (ONALDI) which is a Title VII short-term training project. The Institute attracted over 120 teachers from bilingual programs all over the state of Oklahoma. Topics discussed in the Institute included, in part, first and second language acquisition, methods of assessment for American Indian languages, and alternative and portfolio assessment.

On June 25, 1993, at the invitation of the Tennessee State Department of Education the Center co-sponsored the **ESL Summer Institute for Teachers** held in Memphis, Tennessee. Dr. Mary Lou McCloskey, Center staff, presented "Integrated ESOL Curriculum for All".

In coordination with the Louisiana Association for Bilingual Education and the Louisiana State Department of Education, MRC-4 co-sponsored **LABE Summer Institute** in New Orleans, Louisiana, on July 29, 1993. This one-day institute attracted teachers, paraprofessionals and administrators from across the state. The Center provided the services of Earline Buckley who conducted two workshops, "A Selection of Activities and Games for ESL Students: and "Verbal Advantage 1: Vocabulary Development for LEP

Students". According to evaluation reports, the participants responded very positively to these presentations.

A preservice activity was held at Woodall, Oklahoma on August 27, 28, and 29, 1993. The Center staff conducted a three-day multi-district preservice activity for Title VII projects at Woodall, Briggs, Dahlonegah and Zion schools in the northeastern part of Oklahoma. Over a span of 3 days, MRC staff conducted a total of 9 workshops for both Title VII and non-Title VII teachers and paraprofessionals. The topics were on "Counseling LEP Students", "Limited English vs. Learning Disability", "Characteristics and Identification of Gifted and Talented Students", "Working with LEP Students: Strategies for Mainstream Teachers", "The Whole Language Approach: An Overview of Techniques", "Cultural Identity and Self-Concept Development", "Learning Styles: Implications for Bilingual Educators", "Learning Centers for a Bilingual Classroom", and "Cooperative Learning: Methods and Techniques". The Center staff was pleased it was allowed to preservice the whole staff of these schools.

On August 3-5, 1993, the **Tele-tech Training Institute** was held in Baton Rouge, Louisiana. In cooperation with the Title VII short term training project Tele-tech and Louisiana Public Broadcasting, the Center took an active part in providing training at this three-day institute. Three Center staff members conducted 9 training activities at this event. The topics ranged from "Computer Applications for Language Learners" and "The Integrated Language Teaching Model" to "Cooperative Learning", "Middle School Math", "Social Studies" and "Language Arts". The participants were classroom teachers in Louisiana who were working toward certification in bilingual/ESL teaching.

At the invitation of the Georgia SEA, the Center co-sponsored the **Georgia SEA Education Institute** held in Marietta, Georgia on August 9. Dr. Mary Lou McCloskey, a member of the Center staff, conducted a series of training workshops on "What Do I Do? Strategies for New ESOL Students", "Language Learning/Teaching Strategies for Mainstream Teachers" and "Introduction to Multicultural Education".

At the request of the Migrant Education Section of the Oklahoma SEA and in collaboration with the Central Stream Migrant Education Technical Assistance Center, the Center provided a total of six workshops at the **Oklahoma Statewide Migrant Education Conference**. This two-day event attracted over 550 teachers, teacher assistants and administrators all over the state of Oklahoma. The Conference started in Hobart, Oklahoma, on August 11 with a full-day program and ended in Hollis, Oklahoma, on August 12, also with a full-day program. The topic of the six workshops conducted by Center staff was "Working with LEP Students: Strategies for Mainstream Teachers".

On August 19 and 20 the Center staff also presented six workshops for the Hispanic Student Services and Asian Student Services in Oklahoma City Public School District. The topics presented were "The Asian Student: Myths and Realities", "Sheltered English/ESL in the Content Areas", "Adaptation of materials for LEP Students" and "Approaches to Teaching Reading to LEP Students", "The Hispanic Student: Myths and Realities" and "Teacher-Bilingual Assistant Relationship".

The Center's Director and Associate Director were invited to participate in the **National Governors' Association Meetings and Education Task Force** held in Tulsa, Oklahoma on August 15-17. Speakers for this conference featured President Bill Clinton, Vice President Albert Gore, Secretary of Education Richard Riley and Senate Minority Leader Robert Dole.

On August 24 the Center's Director presented workshops on "Meeting Legal Responsibilities for Serving Limited English Proficient Student" and "Instruction for English Proficient Student" for the **Charleston Public School** and for surrounding schools. This activity was in coordination with EAC-East.

3. **Training Institutes**

In coordination with IHEs, SEAs, Bilingual Education Associations, and Title VII programs, BEMRC either organized or co-sponsored several training institutes.

The **Multicultural Education Institute** was held at the University of Central Oklahoma, Edmond, OK, on March 5-6, 1993. This annual event attracted over 400 participants including school administrators, teachers, teacher assistants, counselors, parents/community persons and students, mostly from central Oklahoma. The Center took an active role in this Institute. The Center staff participated in planning for the event. This year, the MRC sponsored Dr. Sara Melendez, the Keynote Speaker for the opening session. Her address was on "Multicultural Education: Developing our National Potential". Center associate Ravi Sheorey was speaker for the luncheon on the second day.

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4. College-credit Providing Activities

In accordance with the terms of the contract to provide assistance in staff development activities that are degree-oriented, the Center provided a number of opportunities for Title VII personnel to obtain credit from IHE's in SA 4. Each of the Summer Institutes described in the earlier section was coordinated with an IHE through which college-credit was available to the participants who desired it. In each case, participants were expected to fulfill certain requirements (such as taking an exam or writing a paper) to obtain college credit. The following workshops and/or Summer Institutes provided opportunities to get college credit.

Workshop/Institute Title & Date	Credit-Granting IHE
October 8, 1992 SE LA University/LA Public Broadcasting Baton Rouge, Louisiana	Southeast Louisiana State University Baton Rouge, Louisiana
October 14, 1992 Project TELE-SITE Training Baton Rouge, Louisiana	Southeast Louisiana State University Baton Rouge, Louisiana
October 14, 1992 LA-SEA/Foreign Languages Division Eunice, Louisiana	Louisiana State University

November 4, 1992 Louisiana Public Broadcasting Baton Rouge, Louisiana	Southeast Louisiana State University Baton Rouge, Louisiana
November 6-7, 1992 Oklahoma Associated for Bilingual Education Conference Tulsa, Oklahoma	Northeastern State University Tahlequah, Oklahoma
January 26, 1993 Louisiana Public Broadcasting Training Session Baton Rouge, Louisiana	Southeast Louisiana State University Baton Rouge, Louisiana
January 29, 1993 Georgia SEA Regional Workshop Atlanta, Georgia	Georgia State University Atlanta, Georgia
March 5-6, 1993 Multicultural Education Institute Edmond, Oklahoma	University of Central Oklahoma Edmond, Oklahoma
April 17, 1993 OABE Conference Tahlequah, Oklahoma	Northeastern State University Tahlequah, Oklahoma
April 30 - May 1, 1993 Hartshorne Public Schools Hartshorne, Oklahoma	Oklahoma State University Stillwater, Oklahoma
May 11-13, 1993 Clinton Public Schools Clinton, Oklahoma	Oklahoma State University Stillwater, Oklahoma
June 7 - July 30, 1993 Summer Semester Graduate Course "Theory and Practices in Bilingual Education" Norman Public Schools Norman, Oklahoma	College of Education University of Oklahoma Norman, Oklahoma

June 22-24, 1993 Summer Institute for Teachers of Cherokee Children Cherokee Central Schools Cherokee, North Carolina	Northeastern State University Tahlequah, Oklahoma
June 22, 1993 Summer Institute for ESL Teachers Hattiesburg, Mississippi	University of Southern Mississippi Hattiesburg, Mississippi
June 24, 1993 Oklahoma Native American Language Development Institute Shawnee Public Schools Shawnee, Oklahoma	University of Central Oklahoma Edmond, Oklahoma
June 25, 1993 ESL Summer Institute for Teachers Seeking Endorsement Memphis, Tennessee	Memphis State University Memphis, Tennessee
August 3-5, 1993 Project Teletech Summer Institute Louisiana Public Broadcasting Baton Rouge, Louisiana	Southeast Louisiana University Baton Rouge, Louisiana
August 9, 1993 GA-SEA Education Institute Marietta, Georgia	Georgia State University Atlanta, Georgia

In all the activities conducted by the Center, whether on-site or at a conference, the Center staff attempted to act as facilitators in the fulfillment of objectives of Title VII programs which served LEP students in our area. The staff scrupulously avoided interpreting Title VII rules and regulations or "overtaking", so to speak, the functions that properly belonged to OBEMLA or to Evaluation Assistance Centers. Furthermore, the Center perceives its mission as one of helping Title VII programs build capacity, so that when federal funds are no longer available, they can continue to serve LEP students effectively.

SECTION III

OUTCOMES AND SPECIAL ACCOMPLISHMENTS

SECTION III

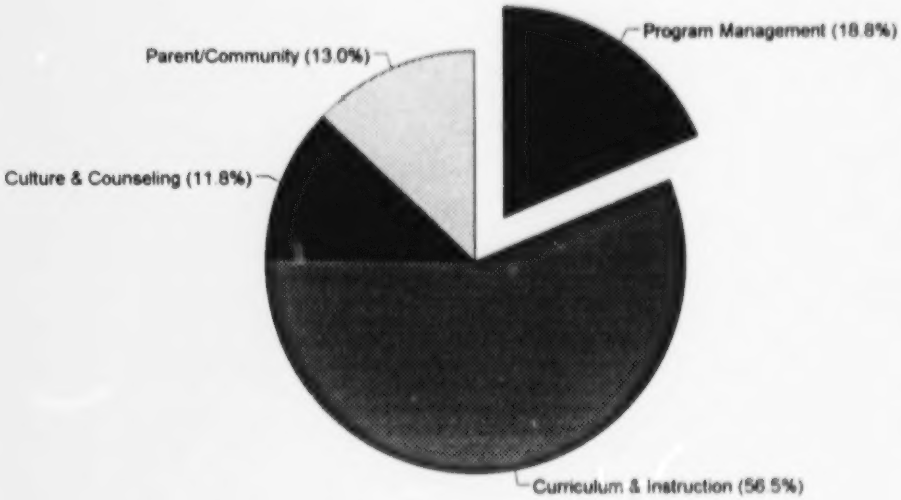
Outcomes and Accomplishments

In this section, we will discuss outcomes of our major activities categorized under four sub-headings: program management, curriculum and instruction, culture and counseling, and parent/community involvement. Also included in this section are a summary of client responses to our services, a summary of the Center's activities by state, and the Center's accomplishments during the contract year.

1. **Program Management.** We consider "program management" to be any activity, whether in the form of a workshop or on-site technical assistance, which enhances the on-going management or efficiency of a Title VII program. During 1992-1993, the Center provided 93 on-site technical assistance and training workshops on the topic (Table 6, page 96). This constitutes 18.8 percent of our major services to all the clients in the service area (Figure 15 on page 137). Due to the high number of new Title VII projects in the service area, demands for training in program management were greater than normal. Program management activities included not only training and technical assistance on program management and documentation, but also assistance in modifying program objectives. For non-Title VII project or schools, requests for training and technical assistance in this area were for program development activities.

FIGURE 15

Program Management Activities 1992-1993

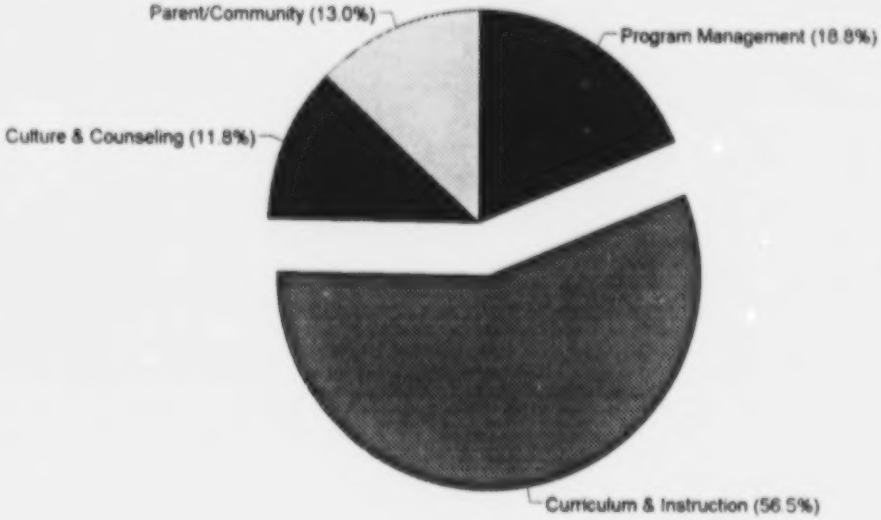


2. **Curriculum and Instruction.**

Because we are primarily contracted to serve Title VII Instructional Programs, the Center provided a large number of workshops and technical assistance in helping Title VII personnel improve their instructional skills. We believe that change must take place at the classroom level and that in order to provide appropriate instruction to LEP students, teachers and others instructional staff must acquire a new set of competencies which they may not have acquired in their regular teacher training. Thus, the Center's emphasis was on providing technical assistance and training in this area. This is reflected in the large number of activities during the year. In summary, there were 285 major technical assistance and training workshops on curriculum and instruction (Table 6, page 96), which constituted 57 percent of all major activities during 1992-1993 (Figure 16, page 139). This number also included what we called "interventions". An intervention was a multi-day activity in which Center staff, at the invitation of the school or project, went to visit the classrooms, talked with the teachers, assistants, administrators and students on the first day. The second day was a training day. Then on the third day, the Center staff went back to the classrooms providing demonstrations of the methods or techniques presented on the second day. This approach of combining technical assistance and training proved to be highly effective. Not only did it produce immediate impact on the program, but it also helped build trust and long term professional relationships between Center staff and project staff.

FIGURE 16

Curriculum and Instruction Activities 1992-93



3. **Culture and Counseling.**

The student population in Service Area 4 has become more and more diversified culturally and linguistically. Students have brought into the classroom cultural behaviors and learning styles that are so different from what the teacher is familiar with. we believe that in order for the teacher and school personnel to effectively deal with and teach LEP students, it is important that they understand the cultural background of these students. Thus, the second focus of our training during 1992-1993 was culture and counseling. We provided 59 technical assistance and training workshops on culture and counseling (Table 6, page 96), or 12 percent of all major activities (Figure 17 on page 141).

In addition to providing information on specific cultures, Center staff conducted training in multicultural education, cross-cultural communication skills for teachers of LEP students, incorporating culture into the bilingual classroom, cultural identity and self-concept development and counseling LEP students.

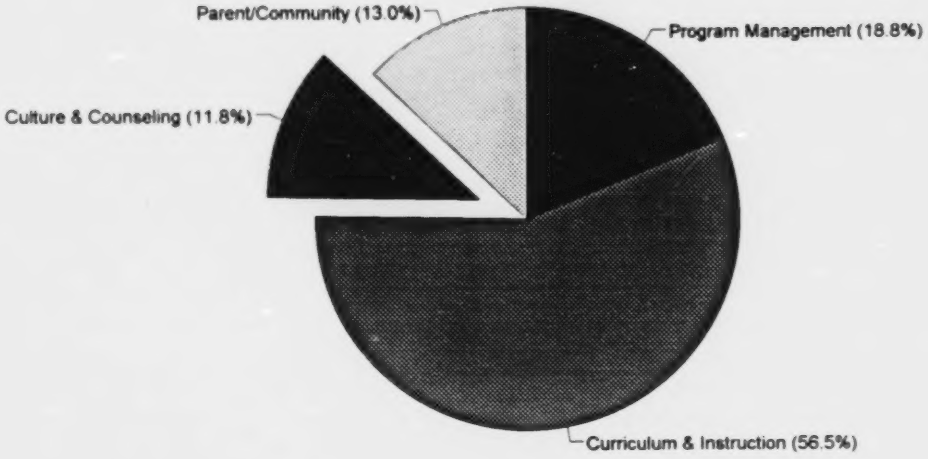
Recognizing the importance of the connection between bilingual education and multicultural education, the Center invited Dr. James Boyer to speak on "Bilingual Education in a Multicultural Setting" to the Title VII project directors at the Annual Regional Workshop in Tulsa on October 28, 1992.

The Center was very much involved in the Multicultural Education Institute held on March 5-6, 1993 in Edmond, Oklahoma. We brought Dr. Sara Melendez, President of Center for Applied Linguisitics, in as a keynote speaker.

Also through the Center's sponsorship, Dr. Leonard Olguin conducted a whole day workshop on multicultural education to over 90 school principals and administrators of Jefferson Parish Schools in Louisiana on November 11, 1992.

FIGURE 17

Culture and Counseling Activities 1992-1993



4. Parent/Community Involvement.

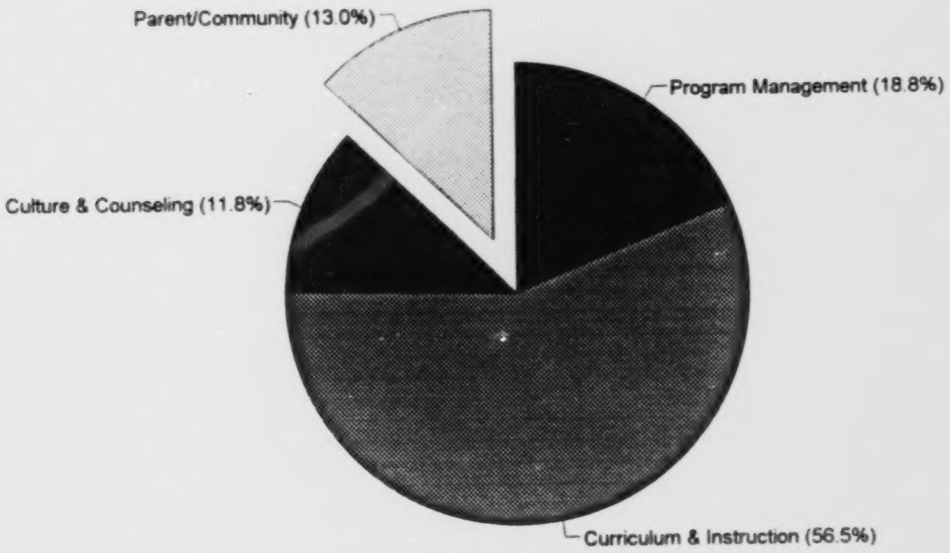
This past year was a rather busy year with regard to activities on parent/community involvement, especially in Oklahoma with House Bill 1017 mandating staff development to all certified personnel on outreach to parents. We believe that parental involvement and support is crucial for the success not only of the child, but also of the bilingual program. Thus, this area was given a high priority in our provision of services to clients.

We conducted two types of training on parent/community involvement. One was for school personnel including teachers and the other was for parents. Workshops for parents could be conducted in English, Spanish or Vietnamese. Topics for school personnel included empowering parents. Communication between school and home, cross-cultural communication, outreach to parents and home-school partnership. Topics for parents included cross-cultural communication, communication skills for home and school, home-school partnerships, effective parent/teacher conferencing, schooling in the United States, parents' rights and responsibilities, raising children in the 1990s, parents as teachers, and instructional activities for children at home.

During 1992-1993, the Center conducted 65 training workshops and technical assistance activities on parental involvement (Table 6, page 96). This constitutes 13 percent of our major services to all clients in the service area (Figure 18 page 143).

FIGURE 18

Parent/Community Involvment Activities 1992-1993



5. **Summary of Activities by State**

In this section, we present details of the **major** services we provided in the nine states we serve in our region. We have divided these details into two categories. In the first category are workshops, institutes and meetings we coordinated with the Bilingual Education Coordinator's Office of each state (i.e. the SEA's). The second category lists the **major** workshops or on-site technical assistance we provided to individual Title VII and non-Title VII projects.

a. **Alabama**

Major Multi-district Activities in Collaboration with AL-SEA and other Federally-Funded Agencies

Location/Date	Activity
Montgomery, Alabama December 10, 1992	"History and Legal Aspects/Implications of Bilingual Research"
Huntsville, Alabama June 9, 1993	"English as a Second Language"
Huntsville, Alabama June 10, 1993	Small Group Discussion on ESL with Emphasis on Multicultural Education
Huntsville, Alabama June 10, 1993	"English as a Second Language"

1992-1993
Service Activities for Individual LEA Projects

Project Name/School	# of Workshops and TAs
Title VII Projects:	
AL-SEA	6

Blount County Board of Education	5
Mobile County Public Schools, Project STEP	2
Mobile County Public Schools, Project WILL	9
Non-Title VII Projects:	
Mobile County Public Schools	3

b. **Arkansas**

Major Multi-district Activities in Collaboration with AR-SEA and other Federally-Funded Agencies

Location/Date	Activity
Little Rock, Arkansas November 23, 1992	Program Development (Day 1)
Little Rock, Arkansas November 24, 1992	Program Development (Day 2)
Harrisburg, Arkansas December 16, 1992	"Addressing Needs of LEP Student in Regular School Program"
Rogers, Arkansas March 4, 1993	"Administrative Strategies for Meeting the Needs of LEP Students"
Rogers, Arkansas March 4, 1993	"Working with LEP Students: Strategies for Mainstream Teachers"
Fayetteville, Arkansas March 27, 1993	"Working with LEP Students: Strategies for Mainstream Teachers"
Fayetteville, Arkansas March 27, 1993	"Understanding the Asian and Hspanic Students in Your Classroom"
Arkadelphia, Arkansas August 17, 1993	"Introduction to the ESL: Serving the LEP Student"

Little Rock, Arkansas September 17, 1993	"Bilingual Program Models and Practices"
Little Rock, Arkansas September 17, 1993	"Program Development"

1992-1993
Service Activities for Individual LEA Projects

Project Name/School	# of Workshops and TAs
Title VII Projects:	
AR-SEA	5
Non-Title VII Projects:	
Crowley's Ridge Educational Cooperative	1
Dawson Educational Cooperative	1
Grady Public Schools	1
Phi Delta Kappa Conference	2
Rogers School District	3

c. **Georgia**

Major Multi-district Activities in Collaboration with GA-SEA and other Federally-Funded Agencies

Location/Date	Activity
Atlanta, Georgia November 19, 1992	Meeting - SEA
Valdosta, Georgia January 28, 1993	Keynote Address: "Cultural Issues for ESOL"

Valdosta, Georgia January 28, 1993	"Multicultural Education and Academic Learning"
Atlanta, Georgia April 13, 1993	Coordination
Atlanta, Georgia April 14, 1993	"Input to First and Second Language Learners"
Atlanta, Georgia April 14, 1993	"From Literacy to Literature"
Atlanta, Georgia April 16, 1993	"Learning Strategies for Vocational Education ESL"
Atlanta, Georgia April 16, 1993	Planning
Americus, Georgia April 26, 1993	"Introduction to Multicultural Education: Part I"
Americus, Georgia April 26, 1993	"Language Teaching: Strategies for Multicultural Classrooms"
Americus, Georgia April 27, 1993	"What Do I Do? Working with ESOL Newcomers"
Americus, Georgia April 27, 1993	"Introduction to Multicultural Education: Part II"
Mableton, Georgia May 20, 1993	Georgia SEA Roundtable for LEAs
Marietta, Georgia August 9, 1993	"What Do I Do? Strategies for New ESOL Students"
Marietta, Georgia August 9, 1993	"Introduction to Multicultural Education: Part I/II"
Marietta, Georgia August 9, 1993	"Language Learning/Teaching Strategies for Mainstream Teachers"
Cobb City, Georgia September 22, 1993	"Title VII Program Development"

1992-1993
Service Activities for Individual LEA Projects

Project Name/School	# of Workshops and TAs
Title VII Projects:	
GA-SEA	9
Gwinnett/GSU Language Leadership Teams Project	1
Meadowcreek High School, Project ESOL	4
Non-Title VII Projects:	
Sumter County	4
Marietta City Schools	3

d. **Louisiana**

Major Multi-district Activities in Collaboration with LA-SEA and other Federally-Funded Agencies

Location/Date	Activity
Baton Rouge, Louisiana October 8, 1992	"Verbal Communication Styles - Interactive Television Course-Session 8
Baton Rouge, Louisiana October 14, 1992	"Drop out Prevention for LEP High School Students"
Eunice, Louisiana October 14, 1992	"Cooperative Learning in the Spanish Second Language Classroom"
New Orleans, Louisiana October 29, 1992	"Issues in Counseling LEP Students"
New Orleans, Louisiana October 30, 1992	"Counseling LEP Students"

New Orleans, Louisiana October 30, 1992	"Parents: Do You Know Where Your Children Are?"
Baton Rouge, Louisiana November 4, 1992	"Content Areas of Math and Science"
Centerville, Louisiana December 10, 1992	"Weather: An Integrated Thematic Unit"
New Iberia, Louisiana February 1, 1993	"Brainstorming: Step One in the Reading Process""
Kenner, Louisiana February 4, 1993	"Schooling in the US/Parents' Rights and Responsibilities"
Marrero, Louisiana February 12, 1993	State Title VII Director's Meeting
New Orleans, Louisiana March 26, 1993	"Learning Strategies for Language Acquisition"
New Orleans, Louisiana March 26, 1993	"Balance & Power in the Classroom"
Baton Rouge, Louisiana April 7, 1993	Technical Assistance on Needs Assessment of School Districts
Baton Rouge, Louisiana July 23, 1993	Technical Assistance - Planning for LABE Conference
Baton Rouge, Louisiana July 28, 1993	Project Directors' Meeting
New Orleans, Louisiana July 29, 1993	"Vocabulary Development for LEP Students"
New Orleans, Louisiana July 29, 1993	"A Selection of Activities/Games for ESL Students"
New Orleans, Louisiana, July 29, 1993	Louisiana BE Summer Institute
Baton Rouge, Louisiana August 3, 1993	"Integrated Language Teaching Model: What We're Doing Right"

Baton Rouge, Louisiana August 4, 1993	"English/Language Arts Breakout Group"
Baton Rouge, Louisiana August 4, 1993	"Social Studies Break-Out Group"
Baton Rouge, Louisiana August 4, 1993	"Middle School Math"
Baton Rouge, Louisiana August 4, 1993	"Computer Applications for Language Learners"
Baton Rouge, Louisiana August 4, 1993	"Cooperative Learning"
Baton Rouge, Louisiana August 5, 1993	"English/Language Arts Breakout Group"
Baton Rouge, Louisiana August 5, 1993	"Social Studies Break-Out Group"
Baton Rouge, Louisiana August 5, 1993	"Middle School Math"
New Iberia, Louisiana August 13, 1993	"Hands-on Stories"
Elton, Louisiana September 2, 1993	"The Whole Language Approach to Teaching LEP Students"
Elton, Louisiana September 2, 1993	"First and Second Language Development"

1992-1993
Service Activities for Individual LEA Projects

Project Name/School	# of Workshops and TAs
Title VII Projects:	
Caddo Parish Public Schools	7
Coushatta Tribe of Louisiana	6

East Baton Rouge Parish Public Schools	11
Iberia Parish Public Schools	3
Iberia Parish Public Schools, Project CLIMB	2
Jefferson Parish Public Schools	3
Jefferson Parish Public Schools, Preschool JEEP	9
Jefferson Parish Public Schools, Preschool PLUS	3
Jefferson Parish Public Schools, Project GEMS	2
Jefferson Parish Public Schools, Project PASSES	6
LA-SEA	6
Lafayette Parish Public Schools	3
Lafayette Parish Public Schools, Project STEPS	7
Ouachita Parish Public School, Project Apple	3
Project TEL-SITE Training, LA Public Broadcasting	6
St Mary's Parish Public Schools	6
Vernon Parish Public Schools	11

Non-Title VII Projects:

LA SEA/Foreign Languages Division	1
LA TESOL	1
LABE	6
LASAFAP	1

e. Mississippi

Major Multi-district Activities in Collaboration with MS-SEA and other Federally-Funded Agencies

Location/Date	Activity
Biloxi, Mississippi October 8, 1992	"State of the State"
Biloxi, Mississippi October 9, 1992	"'Micro' and 'Macro' focus in Teaching Pronunciation"
Biloxi, Mississippi October 9, 1992	Keynote Address: "Writing Workshop"
Biloxi, Mississippi October 9, 1992	TA to Title VII Project Directors at Southeastern TESOL
Biloxi, Mississippi October 9, 1992	TA to Title VII Project Directors at Southeastern TESOL
Biloxi, Mississippi October 10, 1992	"Teaching Literature with Writing, Writing with Literature for ESOL"
Biloxi, Mississippi October 10, 1992	Keynote: "Oral Communication Curriculum"
Jackson, Mississippi January 25, 1993	"ESL Methods", "Integrating ESL and Content", "Learning Strategies"
Biloxi, Mississippi May 11, 1993	"Verbal Advantage 1: Vocabulary Development for LEP Students"
Biloxi, Mississippi May 11, 1993	"Adapting The Basal Reader for LEP Students"
Jackson, Mississippi May 12, 1993	"Adapting the Basal Reader for LEP Students"
Jackson, Mississippi May 12, 1993	"Verbal Advantage 1: Vocabulary Development for LEP Students"

Jackson, Mississippi May 13, 1993	"Adapting the Basal Reader for LEP Students"
Tupelo, Mississippi May 13, 1993	"Verbal Advantage 1: Vocabulary Development for LEP Students"
Hattiesburg, Mississippi June 22, 1993	"Integrated Language Teaching & Learning"
Philadelphia, Mississippi August 10, 1993	"Native American Learning Styles"

1992-1993
Service Activities for Individual LEA Projects

Project Name/School	# of Workshops and TAs
Title VII Projects:	
Biloxi Public Schools	3
Jackson Public School District	4
MS-SEA	2
Mississippi Band of Choctaw Indians	2
North Mississippi ESL Consortium	2
Non-Title VII Projects:	
Southeast Regional TESOL	5
University of Southern Mississippi	1

f. **North Carolina**

Major Multi-district Activities in Collaboration with NC-SEA and other Federally-Funded Agencies

Location/Date	Activity
Wrightsville Beach, North Carolina November 14, 1992	"Developing Education Programs for LEP Students"
Charlotte, North Carolina June 3, 1993	"ESL Techniques in the Regular Classroom: Sheltered Instruction & Scaffolding"
Charlotte, North Carolina June 3, 1993	"Language and Content Compatibility in the Regular Classroom"
Charlotte, North Carolina June 3, 1993	"Cultural Information for Effective Counseling and Teaching"
Charlotte, North Carolina June 3, 1993	"Teaching Reading Through a Literature-Based Approach"
Charlotte, North Carolina June 4, 1993	"Working with Learners of English in LEAs Where There are no ESL Programs"
Charlotte, North Carolina June 4, 1993	"Legal Responsiblity for Serving Learners of English in Multicultural Contexts"
Charlotte, North Carolina June 4, 1993	"Admininstrators & Teachers Talk: What's Best for LEPs and meeting OCR Requirements"
Charlotte, North Carolina June 4, 1993	"ESOL Teachers & Classroom Teachers Adapting & Developing Materials"
Cherokee, North Carolina June 22, 1993	"Language and the Learning Environment of the Cherokee Child"
Cherokee, North Carolina June 22, 1993	"Review of Western Cherokee Culture and Traditions"
Cherokee, North Carolina June 24, 1993	"Models and Materials for Teaching Cherokee Language"

1992-1993
Service Activities for Individual LEA Projects

Project Name/School	# of Workshops and TAs
Title VII Projects:	
NC-SEA	16
Non-Title VII Projects:	
Northeastern State University	3
West Middle School	1

f. **Oklahoma**

Major Multi-district Activities in Collaboration with OK-SEA and other Federally-Funded Agencies

Location/Date	Activity
Tulsa, Oklahoma October 28, 1992	"National Goals for Indian Education"
Tulsa, Oklahoma October 28, 1992	"Measuring Academic Performance: The Difference Between Success and Failure"
Tulsa, Oklahoma October 28, 1992	"Strategies for Program Evaluation"
Tulsa, Oklahoma October 28, 1992	"Adopting PIAGET Bilingual Child & Parent Prog for America 2000"
Tulsa, Oklahoma October 28, 1992	"Drug and Alcohol Prevention in a Multicultural Setting"
Tulsa, Oklahoma October 28, 1992	"Literacy in a Family Setting"

Tulsa, Oklahoma October 28, 1992	"Games and Activities for Teaching Math to LEP Students"
Tulsa, Oklahoma October 28, 1992	"Literacy through Literature"
Tulsa, Oklahoma October 28, 1992	"Using Thematic Units to Integrate Curriculum for LEP Students"
Tulsa, Oklahoma October 28, 1992	"Selecting Appropriate Tests for LEP Students"
Tulsa, Oklahoma October 28, 1992	"Drop Out Reduction: A Method that Works"
Tulsa, Oklahoma October 28, 1992	"Bilingual Education via Satellite"
Tulsa, Oklahoma November 6, 1992	TA to Title VII Directors and Coordination
Tulsa, Oklahoma November 6, 1992	"Math and Science Challenges of the Future for LEP Students"
Tulsa, Oklahoma November 7, 1992	"Scripting for Parent Communications"
Shawnee, Oklahoma December 10, 1992	"Parents as Teachers"
Shawnee, Oklahoma December 10, 1992	"Planning and Organizing a Workshop"
Oklahoma City, Oklahoma January 13, 1993	Coordination and Planning for Multicultural Education Institute
Stilwell, Oklahoma January 18, 1993	Planning
Avant, Oklahoma January 29, 1993	"Time Management for Bilingual Education Personnel"
Avant, Oklahoma January 29, 1993	"The Whole Language Approach: An Overview of Techniques"

Kenwood, Oklahoma February 2, 1993	"Evaluating Process Writing for Teachers of LEP Students"
Shawnee, Oklahoma February 4, 1993	The Native American Student: Myths and Realities"
Shawnee, Oklahoma February 4, 1993	"Understanding the Native American Student"
Jay, Oklahoma February 10, 1993	"Implications of Left/Right Brain"
Edmond, Oklahoma March 5, 1993	Keynote: "Multicultural Education: Developing Our National Potential"
Edmond, Oklahoma March 5, 1993	Multicultural Education Institute
Edmond, Oklahoma March 5, 1993	"Cooperative Learning: Methods and Techniques (Part I)"
Edmond, Oklahoma March 5, 1993	"Cooperative Learning: Methods and Techniques (Part II)"
Tahlequah, Oklahoma April 17, 1993	"Hands-on Math Activities for LEP Students"
Norman, Oklahoma April 22, 1993	"Ethnic Diversity for Asians"
Norman, Oklahoma April 22, 1993	"Ethnic Diversity for Hispanics"
Hartshorne, Oklahoma April 30, 1993	"Instructing LEP Students: Part I"
Hartshorne, Oklahoma May 1, 1993	"Instructing LEP Students: Part II"
Clinton, Oklahoma May 11, 1993	"Instructing LEP Students: An Overview, Part I"
Clinton, Oklahoma May 13, 1993	"Instructing LEP Students: An Overview, Part I"

Oklahoma City, Oklahoma May 22, 1993	"Impact of Parental Involvement in Schools for Chinese Parents"
Oklahoma City, Oklahoma May 22, 1993	Annual Asian Parent Training Seminar: Opening Address
Oklahoma City, Oklahoma May 22, 1993	"Impact of Parental Involvement in Schools for Laotian Parents"
Oklahoma City, Oklahoma May 22, 1993	"Impact of Parental Involvement in Schools for Cambodian Parents"
Norman, Oklahoma June 7, 1993	"The Limited English Proficient Student"
Norman, Oklahoma June 8, 1993	"Linguistic Aspects of Bilingual Education"
Norman, Oklahoma June 9, 1993	"History and Legal Aspects of Bilingual Education"
Norman, Oklahoma June 10, 1993	"Bilingual Education Program Models"
Norman, Oklahoma June 14, 1993	"Social and Cultural Aspects of Bilingual Education: the Hispanic Culture"
Norman, Oklahoma June 15, 1993	"Social and Cultural Aspects of Bilingual Education: Asian Culture"
Norman, Oklahoma June 16, 1993	"The Native American Student"
Norman, Oklahoma June 17, 1993	"Effectiveness of Bilingual Education"
Norman, Oklahoma June 21, 1993	"Adapting Materials for LEP Students"
Norman, Oklahoma June 22, 1993	"ESL Methodology"
Norman, Oklahoma June 23, 1993	"Whole Language"

Norman, Oklahoma June 24, 1993	"Theory and Practice in Bilingual Education"
Shawnee, Oklahoma June 24, 1993	Assessment of Indian Students with Limited English Proficiency Conference
Norman, Oklahoma June 28, 1993	"Assessment in Bilingual Education Programs"
Norman, Oklahoma June 29, 1993	"Assessment in Bilingual Education Programs"
Norman, Oklahoma June 30, 1993	"Assessment in Bilingual Education Programs"
Tahlequah, Oklahoma July 27, 1993	"Limited English Proficiency vs. Learning Disability"
Tahlequah, Oklahoma July 27, 1993	"Counseling LEP Students"
Tahlequah, Oklahoma July 27, 1993	"Characteristics and Identification of Gifted and Talented Students"
Tahlequah, Oklahoma July 28, 1993	"Working with LEP Students: Strategies for Mainstream Teachers"
Tahlequah, Oklahoma July 28, 1993	"The Whole Language Approach: An Overview of Techniques"
Tahlequah, Oklahoma July 28, 1993	"Cultural Identity and Self-Concept"
Tahlequah, Oklahoma July 29, 1993	"Learning Centers for a Bilingual Classroom"
Tahlequah, Oklahoma July 29, 1993	"Cooperative Learning: Methods/Techniques"
Tahlequah, Oklahoma July 29, 1993	"Learning Styles: Implications for Bilingual Educators"
Hulbert, Oklahoma August 2, 1993	"The Native American Student: Myths and Realities"

Muldrow, Oklahoma August 9, 1993	"Multicultural Education"
Hobart, Oklahoma August 11, 1993	"Working with LEP Students: Strategies for Mainstream Teachers" (3 sessions)
Hollis, Oklahoma August 12, 1993	"Working with LEP Students: Strategies for Mainstream Teachers" (3 sessions)
Oklahoma City, Oklahoma August 20, 1993	"Teacher-Bilingual Assistant Relationship"
Oklahoma City, Oklahoma August 20, 1993	"The Hispanic Student: Myths and Realities"
Henryetta, Oklahoma August 23, 1993	"Hands-on Stories"
Oklahoma City, Oklahoma September 23, 1993	Oklahoma Title VII Project Directors' Meeting
Oklahoma City, Oklahoma September 24, 1993	Oklahoma SEA Program Development Meeting

1992-1993
Service Activities for Individual LEA Projects

Project Name/School	# of Workshops and TAs
Title VII Projects:	
Barnsdall Public Schools	0
Belfonte School	3
Briggs School	0
Cave Springs Public Schools	2
Central Public Schools	2
Christie Public School #13	0

Clinton Public Schools	9
Colcord Public Schools	3
Belfonte School	3
Dahlonegah/Zion School Consortium	0
Frontier Public School	3
Greasy School	1
Gum Springs Public Schools	2
Hartshorne Public Schools	2
Hollis Public Schools	6
Hulbert Public Schools	7
IKWAI FORCE Choctaw/Jones	1
Kenwood/Jay Transitional #1	1
Kenwood/Jay Transitional Program	5
Kenwood/Leach Transitional Program	3
Keys Public Schools	2
Little Axe Public Schools	5
Marble City/Gore Public Schools	2
Maryetta School	1
McCurtain County Education Co-op	0
Norman Public Schools	17
North Rock Creek Elementary School	1
Northeastern State University	1

Norwood/Hulbert Co-op	4
OK-SEA	16
Okfuskee Bilingual Education Consortium	4
Oklahoma City Public Schools	19
Osage County Co-op/Wynona School	7
Osage County Co-op/Wynona School, Project PIECE	4
Peggs School	7
Pleasant Grove Elementary School	9
Rocky Mtn/Brushy/Moffett Schools Consortium #24	6
Ryal School	8
Shady Grove School District #26	5
Shawnee Public Schools	4
Skelly School	2
Spavinaw/Kethcum/Wickliffe Public Schools Consortium	0
Stilwell Public Schools	5
Tahlequah Public Schools	1
Tenkiller/Lost City/Lowery Consortium	10
Tenkiller/Rocky Mountain Schools	1
Vian Public Schools	2
Watonga Public Schools	17
Welch Public Schools	3
Weleetka Public Schools I-31	5

Westville Public Schools I-11	2
Woodall Public School D-21	11

Non-Title VII Projects:

Kansas Public Schools	2
OABE	2
OK-SEA Migrant Education Section	6
Purcell Public Schools	2
University of Central Oklahoma	4
University of Oklahoma	23
Wilson Public Schools	1

d. South Carolina

Major Multi-district Activities in Collaboration with SC-SEA and other Federally-Funded Agencies

Location/Date	Activity
Columbia, South Carolina June 16, 1993	"Integrating ESL and Content Area Instruction"
Columbia, South Carolina June 16, 1993	"Working with LEP Students: Strategies for Mainstream & ESOL Teachers"
Columbia, South Carolina June 17, 1993	"Integrating ESL and Content Area Instruction"
Columbia, South Carolina June 17, 1993	"Designing Curriculum for LEP Students"
Charleston, South Carolina August 24, 1993	"Meeting Legal Responsibility for Serving LEP Students"

Charleston, South Carolina August 24, 1993	"Instruction for LEP Students"

1992-1993
Service Activities for Individual LEA Projects

Project Name/School	# of Workshops and TAs
Title VII Projects:	
Richland County S.D. #1	0
SC-SEA	8
Non-Title VII Projects:	
Charleston County School District	2

d. Tennessee

Major Multi-district Activities in Collaboration with TN-SEA and other Federally-Funded Agencies

Location/Date	Activity
Nashville, Tennessee March 15, 1993	"BAFA BAFA: A Cultural Simulation"
Nashville, Tennessee March 16, 1993	"ESL in the Content Areas" for Secondary Teachers
Memphis, Tennessee March 18, 1993	"BAFA BAFA: A Cultural Simulation"
Memphis, Tennessee March 19, 1993	"ESL in the Content Areas" for Secondary Teachers
Murfreesboro, Tennessee May 7, 1993	"Multicultural Literature for Multilevel Classroom"

Murfreesboro, Tennessee May 7, 1993	"Issues in ESOL in Tennessee"
Murfreesboro, Tennessee May 7, 1993	Breakfast Discussion
Murfreesboro, Tennessee May 8, 1993	"Integrated Language Teaching: What We're Doing Right"
Memphis, Tennessee June 25, 1993	"Integrated ESOL Curriculum for All"

1992-1993
Service Activities for Individual LEA Projects

Project Name/School	# of Workshops and TAs
Title VII Projects:	
Memphis City Public Schools	4
TN-SEA	6
Non-Title VII Projects:	
TN TESOL	3

6. **Client Responses to Services**

This section provides detailed information about how clients responded to the services sponsored or conducted by the Center.

Evidence of the Center's impact through its services can be found in two sources. The first evidence for program impact comes from the number of clients served. During the year, the Center reached out to over 10,631 teachers and paraprofessionals, those who were in daily contact with LEP students and were directly responsible for their education. The next group that benefitted from our services was school administrators who were responsible for education programs. 6,697 of them received the Center's service. 851 other school personnel and 1,031 parents also were our clients during the past year.

The second source of evidence for program impact comes from the participants at workshops. Their average rating for their personal learning was over 4.54 on a scale of 1 (low) to 5 (high). They also provided qualitative evaluation comments documenting their personal learning. Personal learning ranged from very general changes in, or reinforcement of attitudes and knowledge, to the listing of specific ideas which the participant would apply in the near future. Over 57% of capacity building technical assistance and training topics were focused on English language development and content area methods and techniques.

Table 11 on the page 168 provides averages of the major services/activities for which evaluations were turned in by the participants who attended them. The tables contain overall results of participant evaluation of services as measured by our workshop evaluation form. Evaluation statistics are provided only for the services for which participants were requested to fill out the evaluation form. In some cases, such as keynote addresses, panel participation by Center staff or training activities where over 100 participants were present, it was not possible to obtain evaluations because of the nature of these events.

The participants who completed the evaluations included both Title VII and non-Title VII administrators, teachers, and assistants as well as (in several cases) parents, and community members, school board members affiliated with LEA's and IHE personnel interested in participating in the Center's activities. In calculating evaluation statistics, we did not separate Title VII and non-Title VII participants on the theory that, after all, LEP students spend a greater part of their school day in non-bilingual or mainstream classrooms. Consequently, capacity building efforts on our part necessarily require the involvement of both Title VII and non-Title VII personnel.

Table 11
BEMRC SA4
1992-1993 Workshops
Evaluation Ratings Averages

5="Excellent" *4="Good"* *3="Average"* *2="Fair"* *1="Poor"*

Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
OVERALL WORKSHOP MEANS	**FY 92-93**	**4.40**	**4.78**	**4.61**	**4.53**	**4.38**	**4.54**
"Collaborative Teaching"	10/07/92	4.42	4.63	4.53	4.21	4.11	4.38
"Working with LEP Students"	10/07/92	4.33	4.58	4.50	4.08	4.00	4.30
"Incorporating Culture into the Bilingual Classroom"	10/07/92	4.33	4.78	4.67	4.67	4.22	4.53
"Implementing a Bilingual Education Program"	10/07/92	4.33	4.78	4.67	4.67	4.22	4.53
Colloquium "The State of the State - 1991"	10/08/92	4.40	4.60	4.80	4.75	4.67	4.64
"Outreach to Parents"	10/12/92	4.73	4.47	4.19	4.19	4.44	4.40
"Cooperative Learning in the Spanish SL Classroom"	10/14/92	3.59	4.69	4.41	4.57	4.24	4.30
"Implementing a Bilingual Program"	10/20/92	4.00	4.60	5.00	4.80	5.00	4.68
"Time Management for Bilingual Education Personnel"	10/20/92	4.75	5.00	5.00	5.00	5.00	4.95
"Games and Activities for Teaching Mathematics to LEP Student"	10/28/92	4.38	4.62	4.42	4.46	4.31	4.44
"Adopting P.I.A.G.E.T. Bilingual Child and Parent Programs"	10/28/92	4.23	3.39	3.13	3.39	3.23	3.47
"Drug and Alcohol Prevention in a Multicultural Setting"	10/28/92	4.67	4.67	4.50	3.92	3.67	4.28
"Bilingual Education via Satellite"	10/28/92	4.63	4.69	4.50	4.44	4.33	4.52
"Literacy in a Family Setting"	10/28/92	4.43	4.76	4.43	4.33	4.05	4.40
"Measuring Academic Performance: The Difference Between Success and Failure"	10/28/92	4.28	4.39	4.17	4.19	4.03	4.21
"Drop-Out Reduction: A Method that Works"	10/28/92	4.62	4.86	4.57	4.64	4.71	4.68
"National Goals for Indian Education"	10/28/92	4.37	4.46	4.14	4.00	3.76	4.15

5="Excellent" 4="Good" 3="Average" 2="Fair" 1="Poor"

Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"Selecting Appropriate Tests for LEP Students"	10/28/92	4.52	4.77	4.74	4.19	4.10	4.46
"Using Thematic Units to Integrate Curriculum for LEP Student"	10/28/92	4.00	4.19	3.94	3.65	3.74	3.90
"Strategies for Program Evaluation"	10/28/92	4.65	4.24	3.88	3.59	3.35	3.94
"Literacy Through Literature"	10/28/92	4.20	4.63	4.26	4.20	3.97	4.25
"Issues in Counseling LEP Students"	10/29/92	4.43	4.93	4.79	4.68	4.44	4.65
"Parents: Do You Know Where Your Children Are?"	10/30/92	4.17	4.50	4.50	4.67	4.33	4.43
"Issues in Counseling LEP Students"	10/30/92	4.43	4.93	4.79	4.68	4.44	4.65
"History and Legal Aspects of Bilingual Education"	11/10/92	4.45	4.73	4.55	4.55	4.45	4.55
Keynote Address: "Multicultural Education"	11/11/92	4.58	4.82	4.76	4.58	4.38	4.62
"The Whole Language Approach: An Overview of Techniques"	11/17/92	4.71	4.86	4.86	4.57	4.29	4.66
"The Language Experience Approach"	11/17/92	4.78	4.89	4.78	4.56	4.44	4.69
"Title VII Program Development Workshop - Part I"	11/23/92	4.22	4.78	4.17	4.28	4.00	4.29
"Assessment of Reading and Writing Skills"	11/23/92	3.29	4.39	3.94	3.61	3.11	3.67
"Title VII Program Development Workshop - Part II"	11/24/92	4.33	4.89	4.28	4.28	4.06	4.37
"Understanding the Native American Students"	11/30/92	4.50	5.00	5.00	5.00	4.50	4.80
"Teacher-Teacher Assistant Relationship"	12/01/92	4.50	4.70	4.70	4.50	4.40	4.56
"Implementing a Bilingual Education Program"	12/01/92	4.60	4.80	4.40	4.60	4.40	4.56
"Native American Student: Myth and Realities"	12/01/92	4.75	4.88	4.88	4.88	4.88	4.85

5="Excellent"   4="Good"   3="Average"   2="Fair"   1="Poor"

Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"Instructional Activities for Children at Home"	12/01/92	4.75	4.88	4.88	4.88	4.88	4.85
"Working with LEP Students: Strategies for Mainstream Teachers"	12/02/92	4.70	4.80	4.60	4.60	4.40	4.62
"Cultural Identity and Self-Concept Development"	12/02/92	5.00	5.00	5.00	4.50	4.00	4.70
"Parents' Rights and Responsibilities"	12/02/92	4.00	4.50	4.20	4.10	4.10	4.18
"Designing Curriculum for LEP Students"	12/03/92	4.25	4.75	4.50	4.75	4.50	4.55
"Home-School Partnerships"	12/03/92	4.25	4.75	4.50	4.75	4.50	4.55
"Evaluating Process Writing for Teachers of LEP Students"	12/05/92	4.78	4.78	4.78	4.56	4.33	4.64
"Process Writing"	12/05/92	4.45	4.73	4.55	4.36	4.27	4.47
"Learning Centers for a Bilingual Classroom"	12/08/92	5.00	5.00	5.00	5.00	5.00	5.00
"Selection/Adaptation of Instructional Materials for LEP Students"	12/08/92	4.00	5.00	5.00	5.00	5.00	4.80
"Integrating ESL and Content Area Instruction"	12/08/92	4.25	5.00	5.00	5.00	5.00	4.85
"Selection/Adaptation of Instructional Materials for LEP Students"	12/08/92	4.00	5.00	5.00	5.00	5.00	4.80
"Implementing a Bilingual Education Program"	12/08/92	5.00	5.00	5.00	4.67	4.67	4.87
"The Hispanic Student: Myths and Realities"	12/08/92	4.29	5.00	4.43	4.36	4.29	4.47
"Understanding the Hispanic Student"	12/08/92	4.29	5.00	4.43	4.36	4.29	4.47
"Cooperative Learning"	12/09/93	4.75	5.00	5.00	4.88	4.75	4.88
"Implications of Left/Right Brain for Bilingual Educators"	12/09/93	3.86	4.29	4.29	4.57	3.86	4.17
"ESOL/Bilingual Background and Resources"	12/10/92	4.40	4.73	4.27	4.07	3.86	4.26

5="Excellent" 4="Good" 3="Average" 2="Fair" 1="Poor"

Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"Hands-on Activities in Science/ Math to Use with LEP Students"	12/10/92	4.29	4.90	4.71	4.76	4.43	4.62
"First and Second Language Acquisition"	12/10/92	3.86	4.86	4.86	4.71	4.57	4.57
"Instructional Activities for Children at Home"	12/10/92	4.23	4.54	4.54	4.69	4.38	4.48
"ESL Methods and Techniques"	12/10/92	4.00	4.75	4.88	4.75	4.75	4.63
"Parents as Teachers"	12/10/92	4.71	4.86	4.71	4.71	4.71	4.74
"Planning and Organizing a Workshop"	12/10/92	4.83	5.00	5.00	4.75	4.64	4.84
"School Curriculum for Classroom Teachers"	12/10/92	4.67	5.00	4.78	4.67	4.67	4.76
"ESOL/Bilingual Background and Resources"	12/11/92	4.50	5.00	5.00	5.00	4.75	4.85
"Instructional Activities for Children at Home"	12/10/92	4.17	5.00	4.92	4.82	4.82	4.74
"Cooperative Learning: Methods and Techniques"	12/11/92	4.42	4.67	4.50	4.00	4.17	4.35
"School Curriculum for Classroom Teachers"	12/11/92	4.38	4.75	4.63	4.50	3.88	4.43
"Cross-Cultural Communication"	12/12/92	4.75	4.69	4.46	4.62	4.67	4.64
"How to Help Your Child Succeed in the American School System"	12/14/92	4.69	4.93	4.63	4.44	4.44	4.62
"Teaching Writing Skills"	12/15/92	4.00	4.88	4.75	4.43	4.38	4.49
"Addressing Needs of LEP Students in the Regular School Program"	12/16/92	4.23	4.85	4.38	4.23	4.08	4.35
"Working with LEP Students: Strategies for Mainstream Teachers"	12/17/92	4.37	4.70	4.47	4.37	4.07	4.39
"Brainstorming: Step One in the Reading and Writing Process"	01/06/93	4.23	4.77	4.62	4.38	4.31	4.46
"Sheltered English/ESL in Content Areas"	01/06/93	4.50	4.75	4.69	4.44	3.81	4.44
"Brainstorming: Step One in the Reading and Writing Process"	01/07/93	4.50	4.57	4.64	4.57	4.46	4.55

5="Excellent"   4="Good"   3="Average"   2="Fair"   1="Poor"

Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"Sheltered English in the Content Areas"	01/07/93	4.09	4.73	4.55	4.36	4.00	4.35
"Learning Styles: Implications for Bilingual Educators"	01/08/93	4.50	4.67	4.67	4.67	4.40	4.58
"Parents Rights and Responsibilities"	01/12/93	4.71	5.00	5.00	5.00	5.00	4.94
"Teaching Writing Skills to LEP Students"	01/12/93	4.12	4.64	4.44	4.28	4.04	4.30
"Total Physical Response"	01/14/93	4.50	4.88	4.75	4.63	4.00	4.55
"Characteristics/Identification of Gifted and Talented Students"	01/18/93	3.53	4.40	3.93	4.13	3.93	3.99
"Home-School-Community Collaboration"	01/20/93	4.28	4.72	4.56	4.40	4.20	4.43
"Outreach to Parents"	01/20/93	2.83	4.67	4.17	4.50	4.33	4.10
"Working with LEP Students: Strategies for Mainstream Teachers"	01/21/93	4.29	5.00	4.57	4.57	4.43	4.57
"Cultural Identity and Self-Concept Development"	01/21/93	4.67	4.67	4.67	4.83	4.67	4.70
"Total Physical Response"	01/22/93	4.43	4.79	4.57	4.29	4.08	4.43
"Understanding the Native American Student"	01/22/93	4.67	5.00	5.00	5.00	5.00	4.93
"The Native American Student: Myths and Realities"	01/22/93	4.50	5.00	5.00	5.00	5.00	4.90
"Implications of Left/Right Brain Research for Bilingual Education"	01/25/93	4.60	4.80	4.80	4.60	4.60	4.68
"Cooperative Learning"	01/25/93	4.57	4.86	4.71	4.71	4.86	4.74
"Whole Language Through Literature for Secondary ESOL"	01/25/93	4.47	4.88	4.69	4.50	4.07	4.52
"ESL Methods and Techniques"	01/25/93	4.86	5.00	5.00	5.00	4.86	4.94
"Process Writing: An Approach to Teaching Writing Skills"	01/26/93	4.60	4.80	4.80	4.60	4.50	4.66
"ESOL Language Learning Through Literature and Storytelling"	01/25/93	3.90	4.52	4.21	3.90	3.58	4.02

5="Excellent"   4="Good"   3="Average"   2="Fair"   1="Poor"

Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"ESOL Language Learning Through Literature and Storytelling"	01/26/93	4.68	4.91	4.68	4.59	4.32	4.64
"Multicultural Education and Academics"	01/28/93	4.16	4.19	3.84	3.65	3.62	3.89
"Integrating ESL and Content Area Instruction"	01/28/93	4.80	4.93	4.47	4.53	4.20	4.59
"Verbal Advantage: Vocabulary Development for LEP Students"	01/27/93	5.00	5.00	5.00	4.33	4.33	4.73
"Learning Styles: Implications for Bilingual Educators"	01/28/93	3.40	4.20	3.40	3.00	2.80	3.36
"Raising Children in the 1990s"	01/28/93	3.41	4.53	4.24	4.41	4.24	4.16
"The Whole Language Approach: An Overview of Techniques"	01/29/93	3.33	4.75	4.75	4.17	3.92	4.18
"Time Management for Bilingual Education Personnel"	01/29/93	4.04	4.42	4.29	3.96	3.79	4.10
"Brainstorming: Step One in the Reading and Writing Process"	02/01/93	4.10	4.70	4.60	6.75	4.00	4.83
"Schooling in the United States"	02/02/93	4.00	4.43	4.14	4.29	3.86	4.14
"Parents as Teachers"	02/02/93	4.90	5.00	4.90	5.00	4.90	4.94
"Evaluating Process Writing for Teachers of LEP Students"	02/02/93	4.30	4.70	4.60	4.50	4.00	4.42
"Understanding the Native American Student"	02/02/93	4.63	5.00	4.88	4.71	4.00	4.64
"The Native American Student: Myths and Realities"	02/02/93	4.64	4.57	4.71	4.54	4.36	4.56
"Language Experience Approach"	02/04/93	4.00	4.33	4.20	4.00	3.67	4.04
"Multicultural Education"	02/04/93	4.33	4.67	4.67	4.67	4.50	4.57
"Cooperative Learning for LEP Students"	02/04/93	4.44	4.81	4.63	4.56	4.44	4.58
"Instructional Activities for Children at Home"	02/04/93	4.60	4.60	4.60	4.80	4.60	4.64
"Working w/ESOL Newcomers in Low-Density Schools/Content-Area"	02/04/93	4.63	4.88	4.63	4.38	4.00	4.50

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Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"Parents' Rights and Responsibilities"	02/04/93	4.57	4.86	4.86	4.71	4.93	4.79
"Cross-Cultural Communication"	02/04/93	4.17	5.00	5.00	4.83	4.83	4.77
"Understanding the Native American Student"	02/04/93	4.60	4.67	4.13	4.20	3.79	4.28
"Empowering Parents"	02/05/93	4.50	4.83	4.67	4.83	4.83	4.73
"The Native American Student: Myths and Realities"	02/04/93	4.57	4.64	4.07	4.14	3.69	4.22
"Home-School Partnerships: Nurturing Child Development"	02/05/93	4.57	4.21	4.07	4.21	4.14	4.24
"Building School-Based Family Support Programs"	02/08/93	4.67	4.58	4.58	4.58	4.25	4.53
"Brainstorming: Step One in the Reading and Writing Process"	02/09/93	4.43	4.86	5.00	4.29	4.43	4.60
"Teacher-Teacher Assistant Relationship"	02/10/93	4.20	4.65	4.55	4.40	4.32	4.42
"Raising Children in the 1990's"	02/10/93	4.43	4.60	4.43	4.46	4.40	4.46
"Learning Strategies for Language Acquisition"	02/10/93	4.29	5.00	5.00	4.86	4.57	4.74
"Implications of Left & Right Brain Research"	02/10/93	4.60	5.00	5.00	5.00	5.00	4.92
"Understanding the Language Minority Student: Asian/Hispanic"	02/11/93	4.50	5.00	4.83	4.83	4.50	4.73
"Working with LEP Students: Strategies for Mainstream Teachers"	02/11/93	4.36	4.71	4.43	4.29	4.07	4.37
"LEP's are not LD's"	02/11/93	4.33	4.83	4.50	4.50	4.50	4.53
"Working with LEP Students: Strategies for Mainstream Teachers"	02/11/93	4.67	4.83	4.50	4.83	4.67	4.70
"Cooperative Learning: An Overview with Applications"	02/12/93	4.50	4.83	4.67	4.58	4.36	4.59
"Understanding the Language Minority Student: Asian/Hispanic"	02/12/93	4.53	4.89	4.74	4.84	4.61	4.72
"Cooperative Learning: Development of Lessons"	02/12/93	4.57	4.64	4.07	3.85	3.52	4.13

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Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"Working with LEP Students: Strategies for Mainstreaming"	02/12/93	4.60	4.90	4.80	4.80	4.55	4.73
"Approaches to Teaching Reading to LEP Students"	02/12/93	5.00	5.00	5.00	5.00	5.00	5.00
"Learning Centers for a Bilingual Classroom"	02/15/93	4.88	4.88	4.88	4.29	4.06	4.60
"Raising Children in the 1990s"	02/16/93	4.60	4.80	4.90	4.80	4.67	4.75
"Parents as Teachers: Understanding Your Child's Learning Style"	02/16/93	4.62	4.76	4.62	4.45	4.52	4.59
"Meeting the Needs of LEP Exceptional Children"	02/16/93	4.50	4.75	4.38	4.25	3.88	4.35
"The Whole Language Approach: An Overview of Techniques"	02/17/93	4.29	4.86	4.71	4.43	4.29	4.51
"Teaching Writing Skills to LEP Students"	02/17/93	4.25	4.88	4.75	4.50	4.38	4.55
"Incorporating Culture into the Bilingual Classroom"	02/17/93	4.60	4.87	4.73	4.53	4.33	4.61
"Counseling the LEP Student"	02/18/93	4.55	4.91	4.64	4.64	4.36	4.62
"Raising Children in the 1990s"	02/18/93	4.21	4.30	4.08	4.00	3.67	4.05
"Learning Styles: Implications for Bilingual Educators"	02/19/93	4.50	5.00	5.00	5.00	5.00	4.90
"Cooperative Learning: Methods and Techniques"	02/19/93	4.00	4.67	4.56	4.22	4.11	4.31
"Techniques of Public Speaking /Presentations"	02/19/93	4.40	5.00	4.80	4.60	4.25	4.61
"Implications of Left/Right Brain Research"	02/19/93	4.57	5.00	4.71	5.00	4.57	4.77
"Developing a Curriculum for Gifted and Talented LEP Students"	02/22/93	3.25	3.88	3.63	3.53	3.33	3.52
"Working with LEP Students: Strategies for Mainstream Secondary Teachers"	02/23/93	4.59	4.76	4.24	4.00	3.88	4.29
"Home-School Partnerships"	02/23/93	4.57	4.71	4.50	4.46	4.36	4.52

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Workshop Title	**Date**	**Time and Location**	**Presenter Knowledge**	**Clarity of Topic**	**Learning Experience**	**Answer Needs**	**Overall Average**
"Working with LEP Students: Multicultural Education"	02/24/93	5.00	5.00	5.00	5.00	4.60	4.92
"Managing a Culturally Diverse Staff"	02/26/93	4.05	4.66	4.38	4.33	4.37	4.36
"Communication Skills for Home and School"	02/26/93	3.90	4.40	3.70	3.35	3.40	3.75
"The Native American Student: Myths and Realities"	02/26/93	3.67	4.59	3.82	3.32	3.05	3.69
"Multicultural Literature for Multilevel Classrooms"	02/25/93	4.39	5.00	4.94	4.61	4.47	4.68
"Computer Assisted Instruction -Application Software (Apple)"	03/01/93	4.40	4.60	4.60	4.40	4.00	4.40
"Thematic Instruction in the ESL Classroom"	03/01/93	4.50	4.88	4.63	4.50	4.38	4.58
"Learning Strategies for Language Acquisition"	03/02/93	5.00	4.75	4.75	4.75	4.75	4.80
"The Whole Language Approach"	03/02/93	4.67	4.83	4.67	4.67	4.67	4.70
"Multicultural Education"	03/02/93	3.60	4.71	4.14	3.56	3.20	3.84
"Administrative Strategies for Meeting the Needs of LEP Students"	03/04/93	4.69	4.92	4.38	4.23	4.08	4.46
"Working with LEP Students: Strategies for Mainstream Teachers"	03/04/93	3.25	4.75	4.39	4.32	4.00	4.14
"Cooperative Learning: Methods and Techniques"	03/05/93	4.58	4.77	4.61	4.48	4.23	4.54
"Cooperative Learning: Methods and Techniques"	03/05/93	4.26	4.71	4.58	4.38	4.11	4.41
"Working with LEP Students: Strategies for Mainstream Teachers"	03/09/93	4.20	5.00	4.80	4.60	4.40	4.60
"Parents as Teachers"	03/09/93	4.52	4.68	4.32	4.36	4.17	4.41
"Teaching Main Idea Comprehension to LEP Students"	03/10/93	4.43	4.93	4.71	4.71	4.71	4.70
"Working with Learners of English"	03/11/93	4.07	4.63	4.09	3.80	3.48	4.01
"Language Through Content"	03/11/93	4.18	4.88	4.65	4.65	4.53	4.58

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Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"Learning Styles: Implications for Bilingual Educators"	03/11/93	4.50	4.67	4.67	4.67	4.67	4.63
"Home and School Partnerships"	03/11/93	4.64	4.73	4.45	4.60	4.64	4.61
"Brainstorming: Step One in the Reading and Writing Process"	03/12/93	5.00	5.00	5.00	5.00	5.00	5.00
"Working with Learners of English"	03/12/93	4.10	4.81	4.48	4.45	4.00	4.37
"Language Through Content"	03/12/93	4.35	4.76	4.47	4.35	4.18	4.42
"ESL Methods and Techniques"	03/16/93	4.25	4.92	4.42	4.20	4.42	4.44
"ESL Methods and Techniques"	03/16/93	4.00	5.00	4.25	4.25	4.25	4.35
"ESL Methods and Techniques"	03/16/93	3.83	4.88	5.00	4.88	4.50	4.62
"ESL in the Content Area"	03/16/93	4.50	5.00	4.90	4.80	4.80	4.80
"Raising Children in the 1990s"	03/17/93	4.63	4.57	4.63	4.63	4.50	4.59
"Raising Children in the 1990s"	03/18/93	4.58	4.58	4.58	4.42	4.33	4.50
"University Night Presentation"	03/18/93	4.83	4.83	4.67	4.67	4.50	4.70
"ESL in the Content Areas"	03/19/93	4.85	4.92	5.00	4.85	4.62	4.85
"Implications of Left/Right Brain Research for Bilingual Educators"	03/19/93	4.39	4.80	4.60	4.75	4.52	4.61
"Raising Children in the 1990s"	03/21/93	4.56	4.56	4.44	4.50	4.56	4.52
"Empowering Parents & Communication Skills for Home and School"	03/23/93	4.25	4.92	4.83	4.50	4.42	4.58
"Sheltered English in the Content Area"	03/24/93	4.23	4.77	4.62	4.31	3.77	4.34
"Counseling LEP Students"	03/24/93	4.67	4.83	4.50	4.83	4.50	4.67
"Integrating ESL & Content Area Instruction: Strategies for Mainstream Teachers"	03/25/93	4.38	4.75	4.38	4.63	4.50	4.53
"Hands-on Stories for Pre-Kindergarten Children"	03/25/93	5.00	5.00	5.00	5.00	5.00	5.00
"Instructional Activities for Children at Home"	03/25/93	4.44	4.67	4.44	4.67	4.22	4.49

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Workshop Title	**Date**	**Time and Location**	**Presenter Knowledge**	**Clarity of Topic**	**Learning Experience**	**Answer Needs**	**Overall Average**
"Teaching Reading to LEP Students"	03/26/93	5.00	5.00	5.00	4.67	4.67	4.87
"Learning Strategies for Language Acquisition"	03/26/93	4.64	4.95	4.95	4.50	4.45	4.70
"Understanding the Native American Student"	03/26/93	4.00	4.00	4.00	4.00	4.00	4.00
"Teaching the Educably Learning Disabled"	03/26/93	4.75	4.75	4.75	4.75	4.75	4.75
"Working with LEP Students: Strategies for Mainstream Teachers"	03/27/93	3.87	4.71	4.29	4.24	3.76	4.17
"Approaches to Reaching Reading" and "Teaching Writing to LEP Students"	03/29/93	4.43	5.00	4.79	4.64	4.50	4.67
"Parental Involvement"	03/29/93	5.00	5.00	5.00	5.00	5.00	5.00
"Effective Parent/Teacher Conferencing"	04/05/93	4.33	5.00	4.83	4.67	4.50	4.67
"Teaching Writing Skills to LEP Students"	04/06/93	4.80	5.00	5.00	4.80	4.00	4.72
"Multicultural Education"	04/06/93	4.00	4.57	4.29	3.86	3.86	4.11
"Developing Effective Cross Cultural Understanding"	04/06/93	4.00	4.57	4.29	3.86	3.86	4.11
"A Selection of Games and Activities for LEP Students"	04/12/93	4.14	4.71	4.57	4.71	4.69	4.57
"Parents as Teachers"	04/13/93	4.35	4.85	4.65	4.70	4.65	4.64
"Learning Centers for a Bilingual Classroom"	04/15/93	5.00	5.00	5.00	5.00	5.00	5.00
"Learning Styles: Implications for Bilingual Educators"	04/15/93	5.00	5.00	5.00	5.00	5.00	5.00
"Learning Strategies for Vocational ESL"	04/16/93	4.08	4.42	4.50	4.00	3.92	4.18
"Understanding the Native American Student"	04/16/93	4.43	4.71	4.71	4.57	4.57	4.60
"Hands-on Math Activities for LEP Students"	04/17/93	4.50	4.83	4.58	4.75	4.50	4.63

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Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"Characteristics and Identification of Gifted and Talented Students"	04/20/93	4.00	5.00	4.75	4.75	4.50	4.60
"Home-School Partnerships"	04/20/93	4.75	4.75	4.63	4.38	4.38	4.58
"Home-School Partnerships"	04/20/93	4.75	4.75	4.75	4.75	4.75	4.75
"Understanding the Native American Student"	04/20/93	4.43	4.61	4.22	4.52	4.26	4.41
"Literature for Language Learning: Grades 4-6"	04/21/93	4.60	4.90	4.30	3.90	4.00	4.34
"Literature for Language Learning: Grades K-3"	04/21/93	4.82	4.91	4.73	4.73	4.55	4.75
"Language Teaching for Multicultural Classrooms"	04/26/93	4.63	4.74	4.54	4.38	4.19	4.49
"Introduction to Multicultural Education - Part I"	04/27/93	4.41	4.74	4.48	4.37	4.08	4.42
"What Do I Do? Working with ESOL Newcomers"	04/26/93	4.67	4.61	4.39	4.39	4.35	4.48
"Introduction to Multicultural Education - Part II"	04/27/93	4.81	5.00	4.88	4.87	4.57	4.83
"Parents as Teachers"	04/27/93	4.67	4.78	4.67	4.63	4.56	4.66
"Sheltered English/ESL in the Content Areas"	04/28/93	4.19	4.88	4.75	4.50	4.53	4.57
"Instructional Activities for Children at Home"	04/29/93	4.57	4.79	4.71	4.71	4.50	4.66
"Instructing LEP Students: Part I"	04/30/93	4.00	5.00	5.00	4.75	4.63	4.68
"Instructing LEP Students: Part II"	05/01/93	4.17	5.00	5.00	5.00	5.00	4.83
"Empowering Parents"	05/04/93	3.67	4.83	4.67	4.83	4.50	4.50
"Hands-on Stories"	05/04/93	3.67	4.50	4.83	4.67	4.33	4.40
"Home-School Partnerships"	05/04/93	4.31	4.69	4.46	4.73	4.50	4.54
"Raising Children in the 1990s"	05/04/93	4.50	4.75	4.50	4.58	4.27	4.52
"Verbal Advantage 1: Vocabulary Development for LEP Students"	05/05/93	4.57	4.86	4.86	4.71	4.43	4.69
"Cross Cultural Communication"	05/05/93	4.67	4.67	4.50	4.50	4.67	4.60

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Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"Multicultural Literature for Multilevel Classrooms"	05/07/93	4.68	4.88	4.72	4.54	4.38	4.64
"Verbal Advantage 1: Vocabulary Development for LEP Students"	05/11/93	4.55	5.00	4.82	4.64	4.36	4.67
"Adapting the Basal Reader for LEP Students"	05/11/93	5.00	5.00	5.00	5.00	5.00	5.00
"Instructing LEP Students: Part I"	05/11/93	4.44	4.94	4.81	4.69	4.63	4.70
"Verbal Advantage 1: Vocabulary Development for LEP Students"	05/12/93	4.89	4.89	4.67	5.00	4.75	4.84
"Adapting the Basal Reader for LEP Students"	05/12/93	5.00	5.00	4.67	4.67	4.67	4.80
"Verbal Advantage 1: Vocabulary Development for LEP Students"	05/13/93	4.67	5.00	5.00	5.00	4.83	4.90
"Adapting the Basal Reader for LEP Students"	05/13/93	4.83	4.83	4.83	4.67	4.67	4.77
"Instructing LEP Students: Part II"	05/13/93	4.31	4.85	4.62	4.38	4.38	4.51
"Multicultural Education"	05/19/93	3.94	4.88	4.50	4.44	4.13	4.38
"Impact of Parental Involvement in Schools for Cambodian Parents"	05/22/93	3.67	4.00	3.67	4.50	4.50	4.07
"Impact of Parental Involvement in Schools for Chinese Parents"	05/22/93	4.88	4.88	4.63	4.63	4.63	4.73
"Impact of Parental Involvement in Schools for Laotian Parents"	05/22/93	4.17	4.50	4.67	4.33	4.67	4.47
"Hands-on Stories"	05/28/93	4.50	4.80	4.70	4.80	4.70	4.70
"The Whole Language Approach: An Overview of Techniques"	05/28/93	4.33	4.70	4.60	4.50	4.50	4.53
"ESL Techniques in the Regular Classroom: Sheltered Instruction /Scaffolding"	06/03/93	4.03	4.62	4.65	3.97	3.94	4.24
"Language & Content Compatibility in the Regular Classroom"	06/03/93	4.04	4.72	4.48	4.36	4.24	4.37
"Cultural Information for Effective Counseling and Teaching"	06/03/93	4.69	4.79	4.30	4.18	4.03	4.40

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Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"Legal Responsibilities for Serving Learners of English in Multicultural Context"	06/04/93	4.41	4.68	4.59	4.65	4.30	4.53
"Teaching Reading Through a Literature-Based Approach"	06/04/93	4.38	4.85	4.23	4.15	3.96	4.31
"Working with Learners of English in LEA's Where There Are No ESL Programs"	06/04/93	4.09	4.73	4.64	4.64	4.60	4.54
"ESOL Teachers/Classroom Teachers Adapting/Developing Materials Together"	06/03/93	4.08	4.78	4.61	4.59	4.29	4.47
"Administrators/Teachers Talk: What's Best for !.EPS/Meeting OCR Requirements"	06/04/93	4.36	4.93	4.93	4.86	4.77	4.77
"History and Legal Aspects of Bilingual Education"	06/09/93	4.58	4.83	4.67	4.83	4.83	4.75
"English as a Second Language"	06/10/93	4.56	5.00	4.83	4.72	4.61	4.74
"Bilingual Education Program Models"	06/10/93	4.60	4.93	4.73	4.73	4.67	4.73
"Working with LEP Students: Strategies for Mainstream Teachers"	06/16/93	3.57	4.95	4.85	4.60	4.37	4.47
"Designing Curriculum for LEP Students"	06/16/93	3.52	4.95	4.86	4.60	4.21	4.43
"Integrating ESL and Content Area Instruction"	06/16/93	3.59	4.95	4.86	4.62	4.37	4.48
"Designing Curriculum for LEP Students"	06/17/93	3.56	4.94	4.78	4.72	4.31	4.46
"Working with LEP Students: Strategies for Mainstream/ESOL Teachers Using Literature"	06/17/93	3.50	4.94	4.78	4.72	4.31	4.45
"The Native American Student"	06/16/93	4.70	4.80	4.60	4.60	4.50	4.64
"Social and Cultural Aspects of Bilingual Education"	06/16/93	4.70	4.80	4.60	4.60	4.50	4.64
"Integrating ESL and Content Area Instruction"	06/17/93	3.63	4.95	4.79	4.74	4.35	4.49
"ESL Methodology"	06/22/93	4.55	4.91	4.82	5.00	4.82	4.82

5="Excellent" 4="Good" 3="Average" 2="Fair" 1="Poor"

Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"ESL Methodology"	06/22/93	4.55	4.91	4.82	5.00	4.82	4.82
"Integrated Language Teaching and Learning"	06/22/93	4.56	4.85	4.81	4.70	4.58	4.70
"Integrated Language Teaching and Learning"	06/22/93	4.56	4.85	4.81	4.70	4.48	4.68
"Language and the Learning Environment of the Cherokee Child"	06/22/93	4.25	4.65	4.05	4.20	4.11	4.25
"Language and the Learning Environment of the Cherokee Child"	06/22/93	4.25	4.65	4.05	4.20	4.15	4.26
"Review of Western Cherokee Culture and Traditions"	06/22/93	4.11	4.61	4.33	4.39	4.11	4.31
"Review of Western Cherokee Culture and Traditions"	06/22/93	4.11	4.61	4.33	4.39	4.11	4.31
"Whole Language"	06/23/93	4.69	4.94	4.81	4.94	4.88	4.85
"Whole Language"	06/23/93	4.64	4.93	4.79	4.93	4.86	4.83
"Theory and Practice in Bilingual Education"	06/24/93	4.60	4.93	4.93	4.93	4.93	4.87
"Models and Materials for Teaching Cherokee Language"	06/24/93	4.05	4.68	4.23	4.36	4.32	4.33
"Theory and Practice in Bilingual Education"	06/24/93	4.60	4.93	4.93	4.93	4.93	4.87
"Models and Materials for Teaching Cherokee Language"	06/24/93	4.04	4.70	4.22	4.35	4.30	4.32
"Integrated ESOL Curriculum for All"	06/25/93	4.21	4.90	4.69	4.45	4.30	4.51
"K-12 Integrated ESL Curriculum for All"	06/25/93	4.21	4.89	4.68	4.43	4.33	4.51
"Characteristics and Identification of Gifted and Talented Students"	07/27/93	4.48	4.81	4.74	4.63	4.63	4.66
"Limited English Proficient vs Learning Disabled"	07/27/93	4.62	4.72	4.59	4.66	4.45	4.61
"Counseling LEP Students"	07/27/93	4.52	4.76	4.71	4.71	476	4.70

5="Excellent" 4="Good" 3="Average" 2="Fair" 1="Poor"

Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"Working with LEP Students: Strategies for Mainstream Teachers"	07/28/93	4.76	4.76	4.35	4.12	4.06	4.41
"The Whole Language Approach: An Overview of Techniques"	07/28/93	4.79	4.53	4.47	4.37	4.28	4.49
"Cultural Identity and Self-Concept"	07/28/93	4.83	4.75	4.50	4.67	4.67	4.68
"Vocabulary Development for LEP Students"	07/29/93	4.75	5.00	4.75	4.83	4.75	4.82
"A Selection of Activities/Games for ESL Students"	07/29/93	3.85	4.88	4.81	4.58	4.46	4.52
"Learning Styles: Implications for Bilingual Educators"	07/29/93	5.00	5.00	4.83	4.67	4.83	4.87
"Learning Centers for a Bilingual Classroom"	07/29/93	4.90	4.80	4.60	4.70	4.50	4.70
"Cooperative Learning: Methods and Techniques"	07/29/93	4.92	4.85	4.77	4.77	4.54	4.77
"Teaching Writing Skills to LEP Students"	08/02/93	4.50	4.80	4.60	4.50	4.40	4.56
"The Native American Student: Myths & Realities"	08/02/93	4.43	5.00	4.43	4.71	4.57	4.63
"Literacy Through Literature (Grades 4-6)"	08/02/93	4.56	4.94	4.50	4.50	4.13	4.53
"Literacy Through Literature (K-3)"	08/02/93	4.58	5.00	4.75	4.50	4.36	4.64
"Cooperative Learning"	08/04/93	4.25	4.75	4.42	4.42	4.17	4.40
"Introduction to Multicultural Education"	08/09/93	4.00	4.80	4.60	4.20	4.20	4.36
"Language Learning/Teaching for Mainstream Teachers"	08/09/93	4.80	5.00	4.00	4.20	4.00	4.40
"Multicultural Education"	08/09/93	4.61	4.83	4.56	4.44	4.28	4.54
"Native American Learning Styles"	08/10/93	3.90	4.38	4.16	4.03	3.87	4.07
"Native American Learning Styles"	08/10/93	4.21	4.54	4.21	4.25	4.04	4.25
"Cooperative Learning"	08/11/93	4.43	5.00	4.86	4.71	4.71	4.74
"Teacher/TA Relationship"	08/11/93	4.14	4.29	4.43	4.43	4.29	4.31

5="Excellent" 4="Good" 3="Average" 2="Fair" 1="Poor"

Workshop Title	**Date**	**Time and Location**	**Presenter Knowledge**	**Clarity of Topic**	**Learning Experience**	**Answer Needs**	**Overall Average**
"Working with LEP Students: Strategies for Mainstream Teachers"	08/11/93	4.17	4.75	4.50	4.50	4.25	4.43
"Working with LEP Students: Strategies for Mainstream Teachers"	08/11/93	4.17	4.67	4.67	4.67	4.67	4.57
"Working with LEP Students: Strategies for Mainstream Teachers"	08/11/93	5.00	5.00	4.83	4.83	4.67	4.87
"Empowering Parents"	08/12/93	4.50	4.88	4.25	4.38	4.25	4.45
"Communication Skills for Home/School"	08/12/93	4.50	5.00	4.63	4.50	4.38	4.60
"Literature for Language Learning"	08/12/93	4.71	4.57	4.57	4.43	4.71	4.60
"Working with LEP Students: Strategies for Mainstream Teachers"	08/12/93	4.17	4.67	4.33	4.17	4.25	4.32
"Working with LEP Students: Strategies for Mainstream Teachers"	08/12/93	4.25	4.75	4.50	4.63	4.38	4.50
"Working with LEP Students: Strategies for Mainstream Teachers"	08/12/93	4.24	4.81	4.62	4.33	4.05	4.41
"Assessment of Reading/Writing"	08/13/93	4.50	4.83	5.00	4.83	4.83	4.80
"Cooperative Learning"	08/13/93	4.20	5.00	4.70	4.70	4.50	4.62
"The Whole Language Approach"	08/13/93	4.80	4.80	5.00	4.80	4.80	4.84
"Learning Strategies for Language Acquisition"	08/13/93	4.80	4.80	4.80	5.00	4.80	4.84
"Hands-On Stories"	08/13/93	5.00	5.00	4.75	4.75	4.88	4.88
"Cooperative Learning: Methods and Techniques"	08/13/93	4.26	4.68	4.11	4.00	3.79	4.17
"Multicultural Education"	08/16/93	3.84	4.60	4.15	3.90	3.70	4.04
"Introduction to ESL: Serving the LEP Student"	08/17/93	4.22	4.89	4.67	4.44	4.00	4.44
"Integrating ESL and Content Area Instruction"	08/18/93	4.60	5.00	5.00	5.00	5.00	4.92
"Designing ESL Curriculum for LEP Students"	08/18/93	3.60	4.80	4.60	4.60	4.60	4.44
"Understanding the Hispanic Student"	08/19/93	4.25	4.90	4.75	4.35	4.37	4.52

5="Excellent" 4="Good" 3="Average" 2="Fair" 1="Poor"

Workshop Title	Date	Time and Location	Presenter Knowledge	Clarity of Topic	Learning Experience	Answer Needs	Overall Average
"The Asian Student: Myths and Realities"	08/19/93	4.72	4.88	4.72	4.64	4.60	4.71
"Multicultural Education"	08/19/93	3.97	4.83	4.47	4.36	4.12	4.31
"Adaptation of Materials for LEP Students"	08/19/93	4.55	4.80	4.55	4.35	4.35	4.52
"Approaches to Teaching Reading to LEP Students"	08/20/93	4.55	4.95	4.95	4.65	4.53	4.73
"The Hispanic Student: Myths and Realities"	08/20/93	4.67	4.92	4.83	4.67	4.80	4.78
"Teacher-Bilingual Assistant Relationship"	08/20/93	4.71	4.71	4.63	4.67	4.67	4.68
"Hands-On Stories"	08/23/93	4.00	4.14	4.14	4.07	4.00	4.07
"Designing Curriculum for LEP Students"	08/23/93	5.00	5.00	5.00	5.00	5.00	5.00
"Bilingual Program Models and Practices"	08/23/93	5.00	5.00	5.00	5.00	5.00	5.00
"Meeting Legal Responsiblities for Serving LEP Students"	08/24/93	4.14	5.00	4.93	4.71	4.64	4.69
"Instruction for LEP Students"	08/24/93	4.14	5.00	4.93	4.71	4.64	4.69
"Adapting the Basal Reader"	08/25/93	4.18	4.77	4.68	4.50	4.35	4.50
"No-Cost Strategies for Classroom Teachers of LEP Students"	08/26/93	4.30	4.88	4.76	4.80	4.63	4.67
"The State of Bilingual Vocational Education/Career Education Program for LEP Students"	08/30/93	4.63	5.00	4.88	5.00	4.86	4.87

7. Special Accomplishments

During its Contract year 1992-1993 the Bilingual Education Multifunctional Resource Center made steady progress toward the goal of its contract. In fact, based on the narrative and data presented in this document, it seems fair to conclude that the Center has accomplished the primary goal of its contract, which is to provide support services to agencies and individuals involved in the education of LEP students. These accomplishments are in the following areas:

(1) The Center successfully implemented a multi-district plan of service delivery. Of a total of 502 major service activities, 179 were multidistrict and in coordination with the SEAs, IHEs and other federally-funded agencies. These multidistrict activities were conducted mostly in states other than Oklahoma where the LEP population was scattered and there existed no Title VII programs;

(2) The Center successfully delivered services to its primary clients. Of 502 major services, 323 were delivered at the local level to Instructional Programs. This figure is an under-estimate of the total number of services provided to Instructional Programs in the service area, since multidistrict services also would draw attendance from Instructional Programs as well as from other sources;

(3) The majority of the Center's services were devoted to training: 434 activities of a total of 560;

(4) The Center implemented a plan of quality services which met the needs of its service area. Training evaluations (Table 11, page 168) reflect service participants'

rating of quality of service and personal learning. The overall rating for workshops was 4.54 on a scale of 1 (poor) to 5 (excellent);

(5) The Center successfully maintained a high rate of coordination with SEAs, and IHEs within the service area, as well as with EAC-East, EAC-West and other agencies within the Title VII network, and with other federally-funded agencies, especially the Title V Indian Education Technical Assistance Centers, Migrant Education Technical Assistance Centers and the Desegregation Assistance Centers in the region. Moreover, the Center successfully extended its coordination efforts to professional organizations such as national and state Associations of Bilingual Education, Indian Education, Teachers of English to Speakers of Other Languages, and Asian and Pacific American Education, whose main concerns are relevant to the education of students of limited English proficiency.

At the national level, Center staff presented and conducted training workshops at the OBEMLA Management Institute, NABE Conference, TESOL Conference and NAAPAE Conference. The Center also worked closely with Louisiana Public Broadcasting in their televised courses on ESL methodology and the six national goals in relation to LEP students. These programs reached out not only to teachers within Service Area 4, but also to many in surrounding states.

SECTION IV

EDUCATIONAL AND ENVIRONMENTAL CHANGES, CURRENT ISSUES AND RECOMMENDATIONS

SECTION IV

EDUCATIONAL ENVIRONMENTAL CHANGES, CURRENT ISSUES AND RECOMMENDATIONS

In this section we will discuss demographic changes, teacher demand, state and local policies which affect services to LEP students, and our plans and recommendations for the suggested changes in Service Area 4.

1. Demographic Changes

Service Area 4 has had an increase in population in each of the nine states in recent years. Nationally the nine states rank in the following order by total population:

North Carolina	10
Tennessee	11
Louisiana	17
Alabama	21
South Carolina	25
Oklahoma	28
Mississippi	31
Arkansas	33

Each state in the region has had an increase in population from a .3% in Louisiana despite the economic downturn based on worldwide events to an 18.6% increase in Georgia.

There are many ethnic groups present in the nine states in Service Area 4. According to the 1990 Census Report the largest ethnic population represented in the region is the Hispanic group. Over 488,580 Hispanics are reported to be living in the nine state region. Although regionally the Hispanics are the majority among the language minority population, the distribution of the language groups varies from state to state. The state with the greatest number of Hispanics is Georgia with over 108,922. The second largest ethnic group in the region is the American Indian population. There are over 420,553 American Indians in Service Area 4. The majority are found in the states of Oklahoma, where the greatest number of American Indians in the nation are located. Oklahoma's American Indian population is over 252,420. North Carolina is the second state with a large American Indian population of over 80,155. Asians make up the third group totalling over 304,173 in the service area. Georgia has an Asian population of over 75,781, the largest in the area. Table 2 (page 13) lists the number in each ethnic group by state.

There are many different languages spoken by our LEP students in the service area. The major languages spoken are Spanish, Vietnamese, Cherokee, Laotian, Chinese, Choctaw, Cajun French, Korean, and Japanese. The total reported number of LEP students from the various language groups is 45,766.

A breakdown of the reported number of LEP students and their languages spoken is tabulated on Table 12 (page 190). Although a large group of persons residing in Service Area 4 is identified as speaking a language other than English at home, it is important to note that only those whose command of the English language is severely limited are identified with this group.

Following is a brief description of the LEP student populations in each of the nine states.

Over half of the LEP students in Alabama are Vietnamese, Laotian, and Cambodian living in the Gulf Coast area of Mobile. Hispanics comprise the second largest group. Other LEP students tend to be scattered throughout the state in small

TABLE 12

NUMBER OF LEP STUDENTS BY STATE AND LANGUAGE

State	LEP Students Reported	Major Language Groups Served
Alabama	1,052	Spanish, Japanese, Cambodian, Vietnamese, Laotian
Arkansas	3,423	Vietnamese, Spanish, Laotian
Georgia	9,730	Spanish, Vietnamese, Korean, Chinese, Laotian, Hmong, Japanese
Louisiana	6,292	Vietnamese, Spanish, Laotian, Korean, Chinese, Cajun French
Mississippi	3,058	Choctaw, Vietnamese, Spanish, Chinese, Arabic, Korean
North Carolina	7,500	Vietnamese, Laotian, Cambodian, Hmong, Korean, Japanese
Oklahoma	17,705	Cherokee, Choctaw, Spanish, Kickapoo, Vietnamese, Osage, Laotian
South Carolina	1,536	Spanish, Vietnamese, Cambodian, Laotian, Chinese, Korean
Tennessee	3,069	Laotian, Vietnamese, Cambodian
TOTAL	**53,365**	

numbers, although there are a few clusters of approximately 20 students in Birmingham, Huntsville, and Geneva County.

The state of Arkansas does not have any Title VII funding. The majority of the LEP students in the state are Hispanic, Laotian, and Vietnamese. The Hispanic population has been increasing recently since Arkansas is one of the biggest poultry producing states.

Georgia reports at least 80 language groups with Spanish, Vietnamese, Laotian, and Cambodian comprising the largest groups. The LEP population tends to cluster in the districts surrounding Atlanta. In 1990, Atlanta became a resettlement center for Amerasian and Eurasian children. Most of these children are teenagers, which poses many difficulties in trying to provide sound educational programming.

Most of Louisiana's LEP student population is located in the southeastern portion of the state in and around the cities of New Orleans, Baton Rouge, Morgan City, New Iberia, Houma, and Lafayette. East Baton Rouge, Jefferson, and Orleans Parish serve Hispanic and Vietnamese LEP students in urban areas. Several rural towns around the Atchafalaya River basin and surrounding bayous have concentrated pockets of Vietnamese populations.

Mississippi's largest linguistic group is Vietnamese, with over 45 other language groups represented in small numbers, usually less than 20. The majority of the LEP students reside along the gulf coast in Harrison and Jackson Counties. The Choctaw Indian Tribe with over 1,000 LEP Choctaw students is located in Philadelphia. Other LEP students are scattered throughout the state.

North Carolina does not have a large cluster of any ethnolinguistic groups in any one location. The students are scattered throughout the state with very small numbers in any one spot. The refugee population, with the largest numbers of LEP students, consists mostly of Vietnamese, Lao, and Cambodian students. A new influx of

Amerasians and Japanese has increased the need for services. The second largest group in the state is comprised of Spanish speakers from Mexico, the Caribbean, Central and South America. In addition to these groups, there are over 1,000 Cherokee Indians in the State.

Most of the LEP student population in Oklahoma is located in the northeastern part of the state. The projects in this area serve LEP students whose first language is primarily Cherokee. The LEP Cherokee population in Oklahoma has its roots in the east especially in the Carolinas. The LEP Choctaw students have similar roots in Mississippi. The American Indian population in Oklahoma lives in the rural area. The Asian and Hispanic populations are found mainly around the metropolitan area. The Hispanic population is also found in the south and southwest part of the state.

In South Carolina half of the LEP students are Hispanic, with Vietnamese, Korean, and Chinese comprising the next group. The LEP population, comprised of some 55 language groups, is scattered throughout the state. Hispanic students are served at a project in Columbia.

Tennessee has at least 70 different language groups represented in the numbers of LEP students with a small number of LEP students in each group. The largest group is comprised of Laotian students. Vietnamese and Cambodian students represent the next two largest groups of LEP students and in recent years there has been a growing population of LEP Japanese and Hispanic students.

The states in Service Area 4 have received immigrants from Mexico, Central America, South America, Vietnam, Laos, and Cambodia. Recently some of the states have absorbed significant numbers of Russian immigrants and Amerasian children. These immigrants have shifted the LEP student age from elementary to middle and high school levels. School principals, central office staff, and classroom teachers need to be trained not only on the education of middle and high school LEP students, but should also be trained in identifying, teaching the culturally and linguistically diverse student. Educators need to increase their awareness of cultural differences and the linguistic limitations found by the LEP students and their families in order to improve the support for educational programs for LEP students.

In summary, across the service area there are important changes in the general population which affect the student population and school systems. The general population as well as the student population is getting more and more diverse. The number of LEP students is growing steadily, affecting almost every classroom in the service area. With the exception of the American Indian student population, which congregates in certain areas in Oklahoma, North Carolina, Mississippi and Louisiana, students of other languages are scattered throughout the service area. Thus, the main characteristics of the LEP student population in Service Area 4 are that it is extremely diverse with small numbers in each language group, that it is scattered throughout the region which is principally rural, and finally, that the age of the LEP student has shifted from elementary to middle and high school levels.

2. **Teacher Demand**

As the LEP student population grows, school districts begin to realize that they cannot use the traditional instructional methods and strategies, the same curriculum and the same materials which have been used with English speaking students to teach these children of limited English proficiency. Thus, there is an immediate need for teachers who are trained to teach ESL and bilingually. There is also a need to retrain the mainstream teacher. Since the LEP student has hit almost every school in the region, there is a great demand for ESL and bilingual teachers. However, very few institutions of higher education are offering training programs for such teachers. Most states offer ESL endorsement for teachers. Only two states, Louisiana and Oklahoma, have universities offering degree programs for bilingual teachers.

Three universities in Alabama offer coursework related to the teaching of LEP students in bilingual and ESL education. Although there are 1,052 LEP students in Alabama, the state does not have certification in the area of bilingual/ESL education. With 1,052 LEP students Alabama needs at least 35 ESL teachers. However, the state has no official requirement for ESL/bilingual certification. The teacher demand in the state is quite acute.

The teacher demand in Arkansas is even more serious than in Alabama. It needs at least 120 ESL/bilingual teachers. Although there are three major universities in Arkansas providing ESL training, the state has no official requirements for ESL certification or endorsement. Thus, the fate of 3,423 LEP students in the state is mostly in the hands of classroom teachers who have no training in either bilingual education or ESL.

Georgia has requirements for an ESL endorsement and three universities offer state-approved ESOL endorsement courses. In addition, Georgia State University had a Title VII short-term training project which produced at least 80 teachers for Gwinnett County School. However, with 9,730 identified LEP student, Georgia schools will need at least 300 ESL/bilingual teachers.

The state of Louisiana with 6,292 LEP students needs a minimum of 210 bilingual/ESL teachers. With many bilingual programs in place for a number of years and several teacher training programs in the state, including a televised program providing college credits through a state university, the demand for bilingual/ESL teachers in Louisiana is not as urgent as in most other states in Service Area 4.

Since the LEP student population accounts for only .5% of the total student population in Mississippi, there is only one university offering a summer program for ESL endorsement. However, this program has been in operation for only 2 years and has yet produced an adequate number of ESL teachers. The schools in Mississippi, which have 3,058 LEP students, require at least 100 ESL teachers.

North Carolina has a very scattered LEP population with 7,500 LEP students. Although the state has requirements for ESL endorsement and a number of colleges and universities have been offering courses toward this endorsement, North Carolina schools are estimated to need at least 250 ESL teachers. Presently, the University of North Carolina at Chapel Hill is a recipient of a Title VII education personnel training grant to operate a training program for at least 60 teachers.

Oklahoma has the most LEP students in Service Area 4. With 17,705 LEP identified students, the state needs almost 600 bilingual/ESL teachers. Currently, three universities are offering graduate programs for bilingual teachers; at least three other universities are offering training programs in ESL. These training programs have been in place and institutionalized for a number of years. Although most of the LEP students in Oklahoma are American Indian and the majority of bilingual education programs are American Indian, there are very few teachers who are proficient in an Indian language. Thus, the shortage of Indian bilingual teachers is very serious.

The LEP student population, numbering 1,536, accounts for only .2% of the total South Carolina student population. It is fair to say that the needs of LEP students have been neglected. Only 1,179 LEP students are being served in some way. Only recently has the state paid attention to the education of LEP students and the teacher training issue. It has established requirements for an ESL endorsement and provided funds for summer training programs. If all LEP students are to be served, South Carolina will need at least 50 ESL teachers.

Tennessee with an LEP student population of 3,069 needs at least 100 bilingual/ESL teachers. The state does require ESL teachers to hold an ESL endorsement. Several universities in the state offer courses for ESL endorsement. However, very few school districts have adequate numbers of ESL teachers teaching LEP students. In most rural schools, LEP students are still taught by untrained teachers.

In short, the teacher demand in schools across the service area is currently serious. Whether the school has a bilingual education program or an ESL program or no educational program designed specifically to meet the needs of LEP students, very likely it does not have a sufficient number of trained teachers to work with these students. In most cases LEP students are put in a regular classroom with a teacher who is not familiar with their linguistic and educational needs and is not knowledgeable about the necessity of modifying her/his teaching style, method and strategy, or of adapting the current curriculum and instructional materials.

The teacher demand in Service Area 4 is summarized in Table 13 below.

TABLE 13

BILINGUAL/ESL TEACHER DEMAND IN SERVICE AREA 4

STATE	ESTIMATED NUMBER OF TEACHERS NEEDED
Alabama	35
Arkansas	120
Georgia	300
Louisiana	210
Mississippi	100
North Carolina	250
Oklahoma	600
South Carolina	50
Tennessee	100
TOTAL	**1,765**

3. State and Local Policies which Affect Services to LEP Students

Traditionally, the presence of LEP students has been almost unnoticeable in Service Area 4, except in the states of Louisiana, Oklahoma and, to a degree, Georgia. Since their numbers are small and their impact on schools is also negligible, meeting their educational and linguistic needs has not been a priority for school administrators at both local and state levels.

None of the states in Service Area 4 has laws mandating specific bilingual education or ESL services to LEP students. However, North Carolina has a second language/foreign language mandate for all students which indirectly affects services to LEP students. Tennessee State Board of Education provides ESL instruction to LEP children without specific guidelines.

Three states, namely, Georgia, Louisiana and Oklahoma, issue guidelines for identifying, assessing and providing services to LEP students. Only Georgia and Alabama provide funds for these services based on student counts. Oklahoma imposes a .25 factor with her funding.

Seven of the nine states have official requirements for ESL certification or endorsement. Only Oklahoma and Louisiana have bilingual endorsement in addition to ESL endorsement. Table 14 on page 199 summarizes state policies regarding services to LEP students in Service Area 4.

In spite of the existence or lack of specific state policies regarding services to LEP students, all nine state allow school district to use federal programs such as Chapter I, Migrant Education, Indian Education, Special Education, etc., to serve LEP students. All nine state have Title VII SEA grants.

At the local level, services to LEP vary from district to district. A good number of districts, especially in Oklahoma, serve only LEP students through Title VII. Arkansas is the only state that did not have a local Title VII program. Most school districts in Service

Area 4 do not have regulations regarding services to LEP students. However, many provide some form of service with their local funds. Large school districts are more likely to establish an ESL or bilingual program or hire ESL/bilingual teachers to provide services.

TABLE 14

SUMMARY OF STATE POLICIES REGARDING SERVICES TO LEP STUDENTS

STATE	Mandate	Guideline	Funding	Bilingual/ESL Certification/Endorsement
Alabama	no	no	no	no
Arkansas	no	no	no	no
Georgia	no	yes	yes	yes
Louisiana	no	yes	no	yes
Mississippi	no	no	no	yes
North Carolina	yes[1]	no	no	yes
Oklahoma	no	yes	yes	yes
South Carolina	no	no	no	yes
Tennessee	yes[2]	no	no	yes

[1] North Carolina has a mandate for K-12 second language study and K-5 foreign language study, which many affect services to LEP students.

[2] Tennessee Rules and Regulations states that "Students whose native or dominant language is not English shall be provided English instruction especially designed for speakers of other languages."

4. Plans and Recommendations

Service Area 4 is a unique region. Geographically it is a very large area covering nine states which are not densely populated. However, its population is very diverse with people from almost 100 linguistic and cultural groups residing in an area spanning from the Central Plains to the Atlantic shores and from the Ozark Mountains to the Gulf of Mexico. Since the demographic changes have occurred relatively recently, school systems in the region are still trying to find ways to adapt themselves to the new environment. Although school districts have tried their best to provide appropriate services to the new student population, in most cases their efforts have fallen short of their goals of meeting the needs of LEP students. Several factors have contributed to this frustration. First, there is a serious shortage of teachers well-trained and equipped to teach the LEP student. Second, there is a lack of legal mandate regarding what local schools' responsibilities are toward language minority students. Third, there is a lack of clearly stated guidelines on what kind of services these students should receive.

Based on the analysis of the changing environment in the service area and the observations the Center staff reported while working in the field during the past year, we make the following recommendations for our plan of action. These recommendations, we believe, will help solve at least some of the critical issues in the services to LEP students.

1) State Guidelines for the Provision of Services to LEP Students - Only 3 out of 9 states in Service Area 4 have developed state guidelines to assist local schools in identifying, assessing and providing services to LEP students. The Center will work

1) State Guidelines for the Provision of Services to LEP Students - Only 3 out of 9 states in Service Area 4 have developed state guidelines to assist local schools in identifying, assessing and providing services to LEP students. The Center will work closely and vigorously with the rest of the SEAs in their effort to develop such guidelines for their states.

2) Training of School Administrators - We believe school administrators play a key role in the provision of services to LEP students. However, most of them in our service area neither understand the needs of LEP students, nor keep up with what is going on in the education of LEP students. Although the Center has put in a good deal of effort in working with school administrators during the past year, training of school administrators will be our focus for the next contract year. We will try to set up a superintendents' leadership council and hold a series of training institutes for them.

3) Teacher Training - As described in an earlier section, there is a serious shortage of trained teachers working with LEP students in the service area. Our plan for next year contains activities for both short-term and long-term solutions. For a short-term solution, the Center will continue to assist school districts in their staff development effort. Our target is to provide training to mainstream classroom teachers on instructional techniques and strategies appropriate for LEP students. For a long-term solution, the Center will continue to encourage and cooperate with the IHEs in the region to develop coursework for ESL/bilingual endorsement and training programs for bilingual and ESL teachers.

for our Center during the past year, will continue to be a priority for the coming year. In addition, we will cooperate with the IHEs in the region to develop degree programs training these bilingual persons so that they can be certified as teachers. This measure, we believe, will help partially solve the teacher shortage problem in the long run.

5) Distance-Learning Activities - As mentioned above, Service Area 4 is primarily rural and its LEP population is quite scattered. We may not be able to provide cost-effective training activities if we constantly travel to remote areas where there are only one or two students in need of service. It would be much more efficient and cost-effective for the Center to provide training though teleconferencing either via satellite or telephone. It is our plan to look into this mode of service delivery for the next contract year. Currently, we have been working in collaboration with Louisiana Public Broadcasting in its televised training program.

6) Meeting State Performance Standards - Helping LEP students to achieve state performance standards is an issue in many of the states in Service Area 4. Our plan is to concentrate our effort to assist schools develop and implement programs which aim at helping LEP students meet challenging state performance standards.

7) Assisting Schools in Their Effort to Achieve Goals 2000 - The Center's training effort for the coming year will focus on training activities which aim at helping teachers and staff of Title VII programs promote technology and teach math and science to LEP students.

In conclusion, with the experience of this past year we believe that the seven recommendations made above will further help the Center in its effort to achieve the objectives and goals of the contract for next year. At the same time they will help solve some of the problems currently existing in the service area regarding the services to LEP students. Furthermore, all these recommendations, once carried out, will be consistent with the effort to achieve Goals 2000.

APPENDIX A

"VOCATIONAL BILINGUAL EDUCATION/CAREER EDUCATION PROGRAMS FOR LEP STUDENTS

A Resource Book

SERVING LIMITED ENGLISH PROFICIENT STUDENTS IN VOCATIONAL EDUCATION/ CAREER EDUCATION PROGRAMS

A Resource Book

Task 6

First Edition
September 1993

Bilingual Education
Multifunctional Resource Center
Service Area 4
University of Oklahoma
Norman, Oklahoma

Dr. Hai T. Tran, *Director*

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FOREWORD

Today's school administrators, counselors, and teachers are faced with making decisions that result from the complexities brought about by the influx of students in our schools for whom English is not the first language and who come from diverse cultural backgrounds. Consequently, educators need information on how to understand and meet the special vocational/career needs of the growing numbers of their Limited English Proficient (LEP) students.

This resource book is a modest attempt to acquaint the reader with vocational/career education in relation to meeting the needs of LEP students. School personnel who work with LEP students will find herein information on vocational/career education for LEP students, vocational education legislation, development of bilingual vocational training programs, and the BVT model.

A major part of this resource book consists of an annotated bibliography of relatively recent publications related to vocational/career education for LEP persons. With only few exceptions, all resources included here were published in 1985 or later. To make the information in it readily accessible, we have it divided into the following categories: books and manuals, reports, articles and chapters, audiovisual aids and selected other resources such as related institutions, organizations and publishers.

We have attempted to present the materials contained in this resource book as clearly as possible in hope that its ease in usage will encourage those professionals who are involved in vocational/career education for LEP students to become more acquainted with the many complexities and issue involved. This resource book is neither all-encompassing nor complete since we are still in the process of gathering information on this topic and hope to update our materials periodically.

Finally, this project has benefitted immensely from the expertise of Dr. Joan E. Friedenberg, a nationally recognized authority on bilingual vocational/career education, without whose assistance this resource book would not have been possible.

Bilingual Education
Multifunctional Resource Center
Service Area 4

September, 1993

I. SERVING LIMITED ENGLISH PROFICIENT STUDENTS IN VOCATIONAL EDUCATION: AN OVERVIEW

The issue of access to and services in vocational education by LEP persons has been a documented concern for nearly two decades. Yet, currently few bilingual educators truly understand or appreciate vocational education and, in the same way, few vocational educators understand or appreciate bilingual education. This chapter provides an overview of vocational education, vocational education legislation as it relates to LEP students, and the "BVT (Bilingual Vocational Training) Model," and will also serve as a general introduction to this resource book.

Overview of Vocational Education

The U.S. Department of Education defines vocational education as:

> organized education programs offering a sequence of courses or instruction in a sequence or aggregation of occupational competencies that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.

Another common definition is:

> The education, training, or retraining that is concerned with the preparation of students in the knowledge, skills, and attitudes necessary for initial employment, updating of existing skills, and advancement in employment in occupations requiring less than a baccalaureate degree for entry. In the broadest sense, this should include also assessment, guidance and counseling, job placement, and follow-up (Bradley & Friedenberg, 1988).

Vocational program areas include **agricultural education** which prepares students for on-farm and off-farm occupations in agriculture (e.g. animal science, crop production, horticulture); **business education**, which prepares students in areas such as accounting, bookkeeping, and computers for positions as secretaries, bookkeepers, office clerks, and legal secretaries; **health**

occupations education, which prepares support personnel in the medical, dental, and veterinary professions (e.g. nurse's aide or assistant, dental or veterinary assistant, x-ray technician, physical and occupational therapy aides, and phlebotomists); **home economics education**, which prepares for homemaking as well as careers in food and nutrition, clothing and textiles, and child care and development; **marketing and distributive education**, which prepares persons in marketing, merchandising, and management for retail work; and **trade and industrial education** or **industrial and technology education** which prepares individuals in crafts, skilled and semiskilled and service occupations, such as plumbing, carpentry, auto-body, automotive mechanics, welding, cosmetology and barbering, electronics, and refrigeration.

Three other programs related to or associated with vocational education are technology education, tech prep, and vocational special needs education. **Technology education** does not seek to prepare students for immediate employment. It is a hands-on, general education program involved with the study of technology (including communications, energy utilization, transportation, and production) and its effects on individuals and society. **Tech Prep** is the name of a relatively recent reform movement in vocational education that seeks to integrate technical and academic instruction (via applied academics) and create "2+2" programs that tie in the last two years of high school with two years of community college instruction and job placement. **Vocational special needs education** is concerned with vocational students who have disabilities, are disadvantaged, LEP, displaced workers, incarcerated, or non-traditional.

Vocational Education Legislation

The first pieces of vocational-related federal legislation were the Morrill Land Grant Act of 1862, the Smith Hughes Act (PL 64-347) of 1917, the George-Dean Act(PL 74-673) of 1936, and the Health Amendments Act (PL 84-911) of 1956. However, the first actual Vocational Education Act was in 1963 (PL 88-210). This legislation was considered landmark because of its emphasis on the needs of people, as opposed to only the needs of the labor market. This concern for individuals was seen quite clearly in the phrase that was added to the purpose section of the 1968 Amendments:

> So that persons of all ages in all communities will have access to vocational training, retraining or upgrading suited to their needs, interests, and ability to benefit. (Bradley & Friedenberg, 1988, p. 15)

The amendments to the Vocational Education Act in 1974 (PL 93-380) carried the aims of the former legislation even further and called for increased concern for the disadvantaged, including those with linguistic and cultural differences. Part "J" provided funds for the first bilingual vocational training (BVT) programs. In 1976 the Education Amendments for the Vocational Education Act (PL 94-482) included relatively extensive wording addressing LEP persons and also provided funds for BVT programs, as well as bilingual vocational instructor training (BVIT), and bilingual vocational methods, materials, and techniques (BVMMT) development. The 1976 amendments is probably the most important federal legislation for LEP adults and out-of-school youth in need of vocational education in that they state:

> The Congress hereby finds that one of the most acute problems in the United States is that which involves millions of citizens, both children and adults, whose efforts to profit from vocational education are severely restricted by their limited English speaking ability because they come from environments where the dominant language is other than English; that such persons are therefore unable to help to fill the critical need for more and better educated personnel in vital occupational categories; and that such persons are unable to make their maximum contribution to the Nation's economy and must, in fact, suffer the hardships of unemployment or underemployment. The Congress further finds that there is a critical; shortage of instructors possessing both the job knowledge and the dual language capabilities required for adequate vocational instruction of such language-handicapped persons and to prepare such persons to perform adequately in a work environment requiring English language skills, and a corresponding shortage of instructional methods and techniques suitable for such instruction. (Bradley & Friedenberg, 1988, p. 20)

In 1984, the Carl Perkins Vocational Education Act (PL 98-524) continued funding for a modest number of BVT, BVIT, and BVMMT projects, although much of the BVMMT funding was used to conduct LEP-related research for the NAVE (National Assessment of Vocational Education) studies. In addition, LEP individuals are mentioned 22 different times in this Act and several categories of funds were identified specifically to assist LEP adults and out-of-school youth succeed in vocational education programs. Fifty-seven percent of the total funds were earmarked for persons with special needs. Portions of this (about 20%) were made available to assist the broad category set aside for "disadvantaged" (of which "LEP" was a part). Thus, it was clear that helping LEP youth and adults succeed in vocational education was still an important consideration of Congress when it passed this Act. In practice, however, due to a lack of strong advocacy for LEP persons and a lack of enforcement of civil rights regulations affecting LEP persons in vocational education, most of the funds this Act provided for disadvantaged persons were not used for persons with limited English proficiency. Thus, although this Act made possible some important training and demonstration projects, not as much support for LEP vocational students was seen at the state and local levels as could have been possible within the intent and provisions of this law (Bradley & Friedenberg, 1988, Fleischman & Willette, 1988). As a result, several advocates for LEP persons proposed a separate set-aside for LEP persons (Fleischman & Willette, 1988).

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 continued to acknowledge the critical need to improve access to quality vocational education programs for LEP persons. Instead of special set-asides, however, the new Act targets sites with high concentrations of special populations in general. In addition, in the 1984 Act, provisions for assessment, guidance, counseling, and transition were required for students with special needs, while the new Act allows for more local flexibility and requires only that funding recipients give "assurances" that such services are provided. Thus, the

1990 Congress replaced set-asides with broad equity and quality mandates accompanied by more fiscal flexibility. Of particular importance to LEP persons, serious problems with the 1990 Act arose when the U.S. Department of Education released the final regulations under the Act in August 1992, and added wording that restricted the Act's equity provisions. First, the regulations changed "vocational education programs" to "projects" (meaning specific activities receiving the funds). Second, the regulations only require recipients of funds to provide needed services "to the extent possible with federal funds. "These phrases appear nowhere in the Act. Reaction to these changes has been varied. Congress objected to the initial proposed rewriting of the statute in a letter to the Secretary of Education in December 1991, which was signed by relevant committee and subcommittee chairs (Center for Law and Education, 1992). Phelps (1991) contends that, "Much of the ambiguity surrounding this issue is attributable to the lack of specificity and clarity in the Act"(p. 194). The Center for Law and Education and others (1992) disagreed by saying,

> First, the Secretary's substitution of "project" for "program" resurrects a major civil rights dispute that Congress thought it had settled. (p. 3)
>
> For example, the Civil rights Acts bar discrimination in any *program* receiving federal funds. Congress went to great trouble in the Civil Rights Restoration Act of 1987 to correct the erroneous interpretations of the Civil rights Acts that limited their coverage to the specific project for which the federal funds are used, and firmly declared that they meant the institution's entire educational program. Congress then, in protecting these populations, chose to use the term *program* consistently throughout the Perkins Act of 1990. It is astounding that the Department of Education thinks it can then rewrite this Act by changing *program* to *project*. (p. 3).
>
> Second, the regulations create a distinction between access and services which is both unworkable and contrary to prior civil rights rulings. The department's provision conflicts with a related statutory mandate - that special population students have equal access to the full range of programs available (p. 6).

On December 30, 1992, a lawsuit was filed in U.S. District Court against former Secretary of Education Lamar Alexander. The plaintiffs include the National Puerto Rican Coalition, Learning Disabilities Association, National Coalition of Title I/Chapter I Parents, Center for Law and Education, Division on Career Development of the Council for Exceptional Children, National Association for Bilingual Education, Vocational Evaluation and Work Adjustment Association, North Carolina REAL Enterprises, Correctional Education Association, and National Association of Vocational Assessment in Education. Excerpts from the complaint follow below.

> 1. Plaintiffs bring this action against the Secretary of the United States Department of Education pursuant to the Administrative Procedures Act ... ... Plaintiffs are challenging regulations issued by the Department which fail to implement the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 in a manner consistent with the plain language of the statute and with Congress's expressed intentions. (p. 2)
>
> 2. The Act was designed to improve the quality, accessibility, and effectiveness of vocational programs for students, including the special populations which are members of, represented by, and served by plaintiff organizations. The Act requires that recipients of federal funds provide members of special populations with equal access to the full range of their vocational programs and such supplementary and other services needed for their equitable participation. (p. 2)
>
> 3. The department's regulations limit the participation and service mandates to only the "project," or specific activities, conducted with federal funds, rather than to recipients' vocational "program," as required by the Act, and even then only, "to the extent possible with federal funds." These limits, which are contrary to the express requirements of the Act, deny equitable participation in quality programs to millions of students the Act was intended to serve. (p. 2)
>
> 4. The regulations promulgated by the department limit the required evaluation of vocational programs to particular projects funded under the Act. The evaluation serves as the basis for program improvement activities, which are essential to bringing about the comprehensive changes sought by the Act. Excusing the larger part of vocational education programs from the evaluation process contributes to the

> education programs from the evaluation process contributes to the Departments unlawful piecemeal approach to vocational education. (p. 3)

In 1992, the American Vocational Association (AVA), in apparent support for the final regulations, published the following statement concerning the final regulations:

> AVA would like to acknowledge the hard work and dedication of the Assistant Secretary for the Office of vocational and adult Education (U.S. Department of Education), and the regulation writing team for their Herculean effort in producing the final regulations of the Perkins Act.
>
> It is readily apparent to any reader of the final regulations that the U.S. Department of Education very carefully considered all comments it received during the 60-day comment period on the proposed regulations. While not every issue was settled in a manner which pleases all interested parties, the final regulations represent a balance between competing and sometimes conflicting provisions in the law. Most important, wherever possible, the regulations allow flexibility to the state to determine appropriate application of the law to accommodate local concerns and meet Congressional intent. (p. A-2)

The "BVT Model"

One of the important contributions to come from the federal programs is the development of what is commonly known as the "BVT Model." Based on the experience of the federal programs, the BVT Model is often considered to represent an ideal instructional delivery system for adult LEP vocational students and is currently prescribed as such in the "Request for Proposals" for federal BVT funding. The Model consists of the following seven components:

> 1. Recruitment targeted specifically for LEP students (examples: promotional information in the potential trainees' native languages; advertising in the ethnic mass media);
>
> 2. Intake and assessment procedures that are both appropriate and diagnostic rather than exclusionary. (examples: including testing of

> vocational interest in the native language, English language proficiency, and native language literacy);
>
> 3. Adapted vocational instruction so that students do not have to master English before their vocational instruction (examples: using bilingual instruction and materials and making English more comprehensible);
>
> 4. Vocational English as a second language (VESL) instruction that is taught by a trained ESL instructor and focuses specifically on the students' vocational areas (examples: automotive ESL, food services ESL, cosmetology ESL);
>
> 5. Counseling and support services that take the special needs of LEP individuals into account (examples: referring students to appropriate agencies, community organizations that can provide immigration counseling and social ands health services in the native language; offering bilingual and culturally sensitive personal and professional counseling);
>
> 6. Job development and placement geared to the special needs of LEP individuals (examples: foreseeing and counseling for employability problems resulting from cultural differences; preparing employers for LEP and culturally different employees); and
>
> 7. Coordination of the above six elements so that each supports the other (examples: assuring that the VESL and vocational instruction are coordinated so that the VESL instructor is teaching the vocabulary and grammar used in the vocational classes). (Friedenberg, 1987, p. 2)

Introduction to this Resource Book

This resource book is a modest attempt to provide the reader with an annotated bibliography of relatively recent publications related to vocational education for LEP persons. The reader might notice that the literature base in this field is relatively weak. For example, a search of the ERIC system produced over 1,200 entries combining vocational education with disabilities or special education; only a little over 600 when combining disadvantaged with vocational education; and a disappointing 250 when combining vocational education with bilingual education or limited English speaking. Interestingly, despite the fact that the ERIC System has been updated to accept "persons with disabilities" instead of "handicapped," it has not, apparently, been updated to accept "limited English proficient' instead of "limited English speaking."

With only few exceptions, all resources included here were published in 1985 or later. The chapter on books and manuals includes stand-alone publications that exist in hard copy. The chapter on reports includes studies, project evaluations, doctoral dissertations, and publications that exist only in electronic form. The chapter on articles and chapters contains related publications that are part of a larger resource that exists in hard copy. Also included are chapters on related audio-visual resources, and "other" resources, such as related institutions, organizations, publishers, and so forth.

II. BOOKS AND MANUALS

Alaska Bilingual Multifunctional Resource Center (BMRC). (1990). ***Bilingual Vocational Education.*** **Anchorage, AK: Author.**

This manual provides a list of resources, guidelines for local education agencies that intend to implement BVE programs, a staff development curriculum and an extensive bibliography. (135 pages)

American Vocational Association. (1992). ***The AVA Guide to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.*** **Alexandria VA: Author.**

Divided into three sections, the guide provides a synopsis of the entire Act with an overview of each of the major titles; an analysis of each element of significant change from the previous (1984) Act; and the entire text of the new law, while integrating sections of the 1984 Act that are only referenced in the 1990 Act. (183 pages)

American Vocational Association. (1992). ***The Carl D. Perkins Vocational and Applied Technology Act of 1990: The Final Regulations.*** **Alexandria, VA: Author.**

This guide provides an analysis of the Carl D. Perkins Vocational and Applied Technology Act's final regulations and includes the Department of Education's analysis of comments and changes. The book provides an extensive index, allowing for easy access to various sections and specific wording. (155 pages)

Bradley, C. & Friedenberg, J. (1988). ***Teaching Vocational Education to Limited English Proficient Students.*** **Bloomington, IL: Meridian Education Corporation.**

A handbook for vocational educators who have LEP students. The book contains seven chapters that address: terms related to bilingual education ESL, and vocational education; history of vocational education, bilingual education, and bilingual vocational education; problems and practices affecting LEP vocational students; designing a program for LEP vocational students; course construction for LEP vocational students; techniques and strategies in vocational education for LEP students; and testing LEP vocational students. The book contains seven appendices that include resource lists and multilingual glossaries of classroom, safety and employment-related terms. (117 pages)

Bradley, C. & Friedenberg, J. (1984) *Safety Comes in All Languages.* Macomb, IL: Curriculum Publications Clearinghouse.

This manual presents an overview of safety considerations for instructors of LEP vocational students. It begins with the legal responsibilities of vocational instructors. The second part addresses the legal rights of LEP students and part three describes the major causes for accidents. The fourth part presents twenty-one suggestions for improving the safety program for LEP students. The manual concludes with a safety checklist, references and bibliography, and multilingual glossary of safety expressions, and an assignment sheet to be used for self study or for a pre/post-test. (26 pages)

Center for Career Services, Jewish Employment and Vocational Service. (1987). *Preparing Refugees for Skilled Employment.* Philadelphia, PA: Refugee Resettlement Program, Office of Policy, Planning and Evaluation, Department of Public Welfare, Commonwealth of Pennsylvania.

A guide to the evaluation, design, administration, and teaching of vocational education to LEP refugees in the Philadelphia area. It contains four parts. Part One, intended for program developers, addresses key issues in the design and implementation of specialized vocational training programs for LEP students, including evaluation and selection of trade areas, curriculum design and coordination, selection of languages of instruction, testing and evaluation, program marketing and job development, counseling, and placement. Part two presents seven sample project plans and part three provides sample exercises for technical vocabulary, grammatical structure, math, and mechanical drawing. The guidebook ends with an annotated bibliography of materials related to general ESL; VESL and job search; math, measurement and mechanical drawing; and woodworking. (117 pages)

Chinatown Resources Development Center. (1985). *Promising Programs and Practices: Vocational Education for Limited-English Proficient Students.* San Francisco, CA: Author.

This manual provides a very practical description of how to set up and run a vocational education program for a Limited English Proficient (LEP) population. In part I, the following features of a model program are described: program approach, program duration, institutional support, staff commitment, Vocational English as a Second Language (VESL), bilingual support, counseling and guidance, job development and placement, and adaptation of existing courses and support services. Part II discusses the specific elements of intake, student orientation, student assessment and placement, VESL curriculum development, VESL instruction, counseling and guidance, job development, and job placement. Included are sample forms, questionnaires, lesson plans, and exercises. (62 pages)

Cichon, D.; Harnes, C.; & Gembert, C. (1987). ***Promoting Local Adoption of Bilingual Vocational Training Models.*** **Dover, NH: Development Assistance Corporation.**

Guidebook designed for regional workshops on bilingual vocational training. Topics include an overview of bilingual vocational training (BVT), assessing the job market, BVT networks, BVT materials, private sector linkages, vocational and language coordination, funding sources, action planning and proposal writing, and an annotated bibliography. (approximately 90 pages)

Clevesy, R. & Kremer, N. (1988). ***VESL resources: A Guide to Instructional Resources for Vocational English as a Second Language.*** **Los Angeles, CA: Los Angeles Community College District, Office of Occupational and Technical Education.**

A bibliography of vocational English as a second language (VESL) materials useful in developing occupationally related language skills. This bibliography includes annotated VESL selections, basic skills, computer literacy, general technology, general VESL, technical writing, and other specific occupations. This bibliography is designed to help vocational, English as a second language, and learning center teachers, find appropriate materials for their limited English proficient (LEP) students. It was compiled by the Consortium on Employment for the Los Angeles Community College District. (148 pages)

Cockrum, J. (1987). ***LEP Handbook for Co-op Teachers.*** **Austin: University of Texas at Austin, Extension Instruction and Materials Center.**

A handbook for co-op teachers with recommendations on how to provide quality instruction to Limited English Proficient (LEP) students in vocational programs, and how to allow LEP students better access to vocational programs. This handbook discusses ACCESS, an approach which encourages teamwork to help provide LEP students quality vocational education. Also included is a list of materials and resources which would be helpful in working with LEP students. (50 pages)

Cockrum, J. (1987). ***LEP Handbook for Technology Education Teachers.*** **Austin: University of Texas at Austin, Extension Instruction and Materials Center.**

A handbook for technology education teachers and English as a second language (ESL) teachers which gives recommendations on how to provide quality instruction to Limited English Proficient students. Appropriate teaching methods, techniques to adapt curriculum, resource sources, and sample forms are included. This handbook discusses ACCESS, an approach which encourages teamwork to help provide LEP students quality vocational education. (52 pages)

Cockrum, J. (1987). *LEP Handbook for Trade and Industrial Teachers.* Austin: University of Texas at Austin, Extension Instruction and Materials Center.

A handbook for trade and industrial teachers and English as a second language (ESL) teachers which gives recommendations on how to provide a quality education to Limited English Proficient (LEP) students. Appropriate teaching methods, techniques to adapt curriculum, resource sources, and sample forms are included. This handbook discusses ACCESS, an approach which encourages teamwork to help provide LEP students quality vocational education. (50 pages)

Fleischman, H.; Hanberry, G.; & Rivera, C. (1987). *Evaluation Guide for Bilingual Vocational Training.* Arlington, VA: Development Associates, Inc.

A guide developed specifically to evaluate the federally funded bilingual vocational training (BVT) projects. The guide addresses the evaluation process and planning for it; the evaluation framework (i.e. components of the evaluation); and each of the evaluation components, including the program environment, participants, implementation, and outcomes. The guide ends with a description of how to present evaluation findings and an extensive appendix of instruments. (48 pages plus appendices)

Friedenberg, J. & Bradley, C. (1992). *Finding a Job in the United States.* Lincolnwood,IL: National Textbook Company.

Designed especially for language minority job seekers and those providing career counseling or employability skills instruction to language minority persons, this book includes information about U.S. immigration regulations; work social class, and discrimination; compensation for work; work practices (dress, behavior, etc.); a step-by step job search plan, tips on how to make contacts, where to find the best jobs, how to speak better English during a job interview, and how being bilingual can be an asset. The book ends with a glossary of terms, appendices, and an index. (120 pages) (Available in Russian from Liberty Publishing House, New York)

Friedenberg, J. & Bradley, C. (1988). *A Handbook for Vocational English as a Second Language.* Bloomington, IL: Meridian Education Corporation.

A handbook intended for ESL instructors of students who are also enrolled in vocational or on-the-job training programs. It contains seven chapters: an introduction containing VESL terminology, program designs for vocational ESL; an introduction to vocational education for ESL instructors; collaborating with the vocational instructor; developing a VESL lesson; evaluating and modifying instructional materials for VESL instruction; and assessment considerations for VESL. The book concludes with several lists of resources.

Friedenberg, J. E.; Gordan, R. A.; and Dillman, M.A. 1988. *Recruit Limited English-Proficient Students for Vocational Programs.* Athens, GA: American Association for Vocational Instructional Materials (AAVIMS).

The first of four performance-based modules from the series *Serving Limited English-Proficient (LEP) Students.* This module helps experienced and inexperienced vocational recruiters better target their recruiting efforts for LEP persons. Developing a recruiting plan, developing bilingual promotional materials, using the mass media, and conducting open houses and community visits, are all discussed. Also covered is how to involve others (including former and present students, the community, and other educators) in the recruiting process. (66 pages)

Friedenberg, J. E.; Gordan, R, A.; and Dillman, M.A. 1988. *Conduct Intake Assessment for Limited English Proficient Vocational Students.* Athens, GA: American Association for Vocational Instructional Materials (AAVIMS).

The second of four performance-based modules from the series *Serving Limited English Proficient (LEP) Students* . This module focuses on the intake process and the purpose and importance of assessing LEP students for English and native language proficiency and vocational interest and aptitude. Appropriate assessment instruments and techniques (for English, native language, and vocational interest and aptitude) are discussed. The module also teaches how to interpret assessment results in order to provide appropriate instructional and support services. (50 pages)

Friedenberg, J. E.; Gordan, R. A.; and Dillman, M. A. 1988. *Adapt Instruction for Limited English-Proficient Vocational Students.* Athens, GA: American Association for Vocational Instructional Materials (AAVIMS).

The third of four performance-based modules from the series *Serving Limited English-Proficient (LEP) Students.* This module focuses on adapting instructional techniques and materials to serve LEP students effectively. The kind of information teachers need about their LEP students, how to obtain the information, and how to use the information in the classroom, are discussed. Also addressed are the types of community resources available to serve LEP students. Finally, the module examines at how to adapt instructional techniques and materials by simplifying English and using the students' native languages. (54 pages)

Friedenberg, J. E.; Gordan, R. A.; & Dillman, M. A. 1988. *Administer Vocational Programs for Limited English-Proficient Students.* Athens, GA: American Association for Vocational Instructional Materials (AAVIMS).

The fourth of four performance-based modules from the series *Serving Limited English-Proficient (LEP) Students.* This module focuses on the administration of vocational programs for LEP students. It begins with a thorough description of a comprehensive service delivery system for LEP students (including recruitment, assessment, adapted vocational instruction, vocational ESL, counseling, job development and placement, and coordination) and includes ways to identify and collaborate with intra- and inter-agency resources, personnel recruitment and development, and program evaluation. (50 pages)

Friedenberg, J. & Gordon, R. (1987). *Equal Opportunity through Vocational Education: A Curriculum Package for Language Minority Females.* Macomb, IL: Curriculum Publications Clearinghouse.

This manual includes instructor guidelines, as well as curriculum for middle and high school girls and women. It contains sections on career awareness, entrepreneurship, and employability. (68 pages)

Friedenberg, J. & Bradley, C. (1984). *Bilingual Voc Ed.* Columbus, OH: The National Center for Research in Vocational Education (Center on Education and Training for Employment).

Presents an overview of BVE (bilingual vocational education). Includes an historical review of the field, BVE program designs, VESL proram designs, and descriptions of exemplary programs.

Friedenberg, J. & Bradley, C. (1984). *Instructional Materials for Bilingual Vocational Education.* Washington, DC: Center for Applied Linguistics.

Includs chapters on national resources, how to tap local community resources, evaluating and modifying English vocational materials, evaluating and modifying bilingual and non-English vocational materials, developing instruction sheets, and developing individualized learning packages.

Hanberry, G.; Young, M.; & Collins, C. (1988) ***Vocational Education Serving the Limited English Proficient: A Resource Guide for State Interagency Planning and Coordination.*** **Arlington, VA: Development Associates.**

A guide intended to help states increase their capacity to meet the employment needs of LEP adults and out-of-school youth. The guide addresses a state interagency planning and coordination process, including identifying a lead state-level agency, identifying and contacting potential state collaborating agencies, holding statewide meetings, and a statewide team building process. The appendices include resources and supporting information from seven states that participated in the interagency and planning process described in the guide: Connecticut, Florida, Illinois, New Mexico, New York, Texas, and Washington. (26 pages plus appendices)

Hardy, D. W. (1989). ***Developing Programs for LEP Students in Vocational Education: A Handbook for Administrators and Teachers.*** **Austin: University of Texas at Austin, Extension Instruction and Materials Center.**

This handbook discusses a model program designed to keep Limited English Proficient students from dropping out of school by teaching employment skills that will be useful upon graduation. The program was developed by the Extension Instruction and Materials Center at the University of Texas at Austin, the Corpus Christi Independent School District, and the Texas Education Agency. This handbook describes how the program was developed, its successes, and the difficulties which were encountered. A reference list and a materials and resources list is also included. (104 pages)

Jacoby, D. & Apolloni, T. (1990). ***California Guide to Funding Career-Vocational Education Programs for Students with Special Needs.*** **Rohnert Park, CA: Vocational Education Resource System, California Institute on Human Services, Sonoma State University.**

Designed to assist vocational educators in identifying potential funding sources and in developing funding proposals. Includes an extensive list of potential state and national funding sources. (172 pages)

Kallembach, S. (1990). ***Students with Limited English Proficiency: Selected Resources for Vocational Preparation.*** **Berkeley, CA: National Center for Research in Vocational Education.**

An annotated guide to publications focusing on program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, occupational experience, general background literature), newsletters, agencies, associations, and organizations; centers for educational information and services, clearinghouses, computer-based information networks, and databases. The guide ends with both title and author indices. (60 pages).

Kallembach, S.; Burac, Z.; Coyle-Williams, C.; Benesh, J.; Bullock, C., & Iliff, L. (1992). *Students with Limited English Proficiency: Selected Resources for Vocational Preparation, Vol. 2.* Berkeley, CA: National Center for Research in Vocational Education.

The second in a series of two annotated bibliography of resources intended to develop or improve programs and services for LEP youth and adults. Materials described include publications, newsletters, journals, agencies, associations, organizations, centers, clearinghouses, computer-based information networks, and databases and are categorized as program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Many entries from the first volume do not appear in the second, to avoid duplication. (122 pages)

Lehman, J. (1989). *Serving Limited English Proficient Students in Vocational Education.* Fort Collins, Colorado State University, Vocational special Needs School of Occupation and Educational Studies.

This manual includes general information on assessment and support services for LEP students in vocational education. It provides extensive discussion on the role of the supplemental services coordinator as well as a list of national, state, and local resources. (100 pages)

Lopez-Valadez, J. (1985) . Immigrant Workers and the American Workplace: The Role of Voc-Ed. Columbus, OH: Center on Education and Training for Employment.

An edited work of four chapters that highlight the issues and strategies to prepare LEP immigrants and native-born LEP adults for employment. The four chapters discuss: learning English; cultural adjustment; skills for training immigrant workers; and accessing employment for the LEP adult. (44 pages)

Lopez-Valadez, J. (1985). *Bibliography of Bilingual Materials for Career/Vocational Education: A list of NEC Library Holdings.* Macomb, IL: Curriculum Publications Clearinghouse.

A manual of resources for vocational and ESL instructors and counselors that are among the holdings from the library collections at the Northwest Educational Cooperative. Both curriculum materials and professional references are cited, as well as a list of publishers. (67 pages)

Peterson, M. & Berry, D. (1984). ***Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning and Operation.*** **Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University Los Angeles.**

Based on the activities of nine bilingual vocational training (BVT) and refugee assistance programs, this guide describes how external resources may be acquired and used to expand services. It contains 11 chapters which cover an overview of the special needs of LEP trainees, planning for the use of external resources, strategies for obtaining external resources, monitoring provision of external resources, overview of how to use external resources; outreach and initial screening; intake, assessment, assignment, and orientation; supportive services; employability instruction; job development and placement; and follow-up with former trainees and employers. The manual ends with a glossary. (173 pages)

Pfaffenberger, B. & Hemphill, D. (1988). ***Merging Cultural Horizons in the Workplace: A Guide to Cross-Cultural Career Counseling in the Classroom.*** **San Francisco: San Francisco State University Foundation, Inc.**

Guide designed to present a generic cross-cultural career counseling process for use with LEP adults in a classroom setting and to examine some applications of the approach. The guide contains six chapters: understanding cross-cultural career counseling, approaches to cross-cultural training, specific techniques used in cross-cultural career counseling, sample lessons, common pitfalls, and student materials. (55 pages)

III. REPORTS

Americas Corporation. (1986). ***Annotated Catalog of Bilingual Vocational Training Materials.*** **(Appendix to final report for contract no. 300-85-0193). Washington, DC: National Clearinghouse for Bilingual Education.**

An annotated catalog of bilingual vocational training (BVT) materials developed by BVT programs in nine different states. Includes descriptions of materials for building maintenance, food service, general office clerk, printing, VESL, automated bookkeeping, data processing, word processing, machine tool/machine shop, electrical and electronic technologies, computer service, welding, geriatric aide, dental assisting, nursing assisting, emergency medical technology, carpentry, general drafting, heating and air conditioning. Target groups include Hispanic, Vietnamese, Chinese, Laotian, Navajo, Russian, and Polish. (21 pages)

Bateman, M. (1989). ***Comprehensive Bilingual Vocational Education for Refugee Youth: Improving Vocational Education Through Community-Based Organizations.*** **Richmond, VA: Catholic Charities. (ED 329724)**

This final project report describes a collaborative project between a community-based organization and two school districts that provided bilingual vocational education, vocational ESL, and life skills to 50 refugee youth. The report includes a project abstract, the problems and needs of the population served, goals and objectives of the project, general project design and procedures, results and accomplishments, the project evaluation, and conclusions. The report concludes with four appendices. (22 pages)

Berry, D. & Feldman, M. (1985). ***Overcoming Obstacles to Full Participation in Bilingual Vocational Training Programs.*** **Los Angeles: California State University Los Angeles, Evaluation, Dissemination and Assessment Center.**

This study examined the instructional, financial, and culture-related obstacles faced by LEP adults in nine federally funded bilingual vocational training (BVT) programs. It provides a discussion of each of the major obstacles suggestions. It ends with an appendix of project descriptions and a bibliography. (162 pages)

Bradley, C.; Killian, P.; & Friedenberg, J. (1989).

Employment Training for Limited English Proficient Individuals: A Manual for Program Development. **Washington, DC: US Department of Education, Office of Vocational & Adult Education.**

This manual describes a model plan for creating and operating a Bilingual Vocational Training (BVT) program. The first section, which focuses on the creation of a program includes discussions determining the need for a BVT program, developing support, assessing resources, staffing, staff development, outreach/recruiting, and initial screening. The second section focuses on implementation of a BVT program with discussions of intake and assessment, bilingual vocational instruction, vocational English as a second language (VESL) instruction, counseling and support services, job development and placement, and program evaluation. (60 pages)

California State University, Consortium on Employment Communication. (1986). ***VESL (Vocational English as a Second Language): Making Employment Training Work for Limited-English Proficient Participants.*** **Long Beach: Author. (ERIC Document # ED 279 906).**

Designed to support inservice training for persons working within the field of vocational English as a second language (VESL). Included in this report is information detailing the characteristics and educational needs of limited English proficient students, a look at general occupational cluster and occupation-specific VESL, a guide to VESL instruction (containing materials based on the ESL, vocational work experience, and workplace approaches), a section from the GAIN (Greater Avenues for Independence) manual on ESL and VESL, and information about primary sources of vocational education/training. This report attempts to define VESL, identify types of VESL, identify the needs of VESL (in terms of requests for proposals and planning services), list appropriate assessment instruments and approaches to determine English proficiency, show how to implement a VESL program and identify resources for implementation. (122 pages)

Callejas, Juan J. (1985). ***The Career Guidance and Counseling of In-School Hispanics: Some Practical and Theoretical Considerations.*** **ERIC Document ED #265 269.**

Explains how interviews and surveys were used to assess the career guidance already in existence for Hispanic students. Discusses cultural, sexual, and economical bias problems in vocational counseling. Makes recommendations to improve it by using bilingual vocational pamphlets and former students as role models.

Campbell, P.; Basinger, K.; Dauner, & Parks, M. (1986). ***Outcomes of***

***Vocational Education for Women, Minorities, the Handicapped, and the Poor.* Columbus, OH: Center on Education and Training for Employment.**

Presents the problem, background, methodology, results, and conclusions of an extensive study that sought to ascertain: what environmental factors and student characteristics are associated with enrollment in various high school curricular programs; how high school curriculum and membership in the special groups affect postsecondary education; how high school curriculum affects subsequent success in the labor market and whether the effects appear to be the same for each of the special groups; and how membership in each of the special groups affects labor market experiences. (204 pages)

Capacity Building for States Project, Northwest Educational Cooperative. (1990). *Building Competencies to Serve LEP Vocational Students: An Inservice Manual.* Washington, DC: US Department of Education, Office of Vocational and Adult Education.

This report, part of a federally funded bilingual vocational training project, is designed to help those providing in-service training related to serving the LEP in vocational education. This manual contains a trainer's guide to planning inservice activities; workshop presentations about legislation, LEP student characteristics, assessment, cross-cultural sensitivity, career counseling, the bilingual vocational training (BVT) model, instructional techniques, and VESL; an annotated bibliography of available staff development materials; listings of resource agencies and organizations which offer literature searches, training, technical assistance, and funding information.

Carter, B. (1988). *The Feasibility of Adapting Office Technology Reading Materials for Foreign-speaking Students.* (unpublished paper). Northern Virginia University. (ED 313565)

This document is a technical proposal developed for a college English class. It seeks to provide a rationale for proprietary vocational schools to adapt their office technology reading materials for students who do not speak English. (8 pages)

Ciccone, J. & Friedenberg, J. (1988). *Vocational Special Needs Learners: Five Years of Research and Development.* Columbus, OH: Center on Education and Training for Employment. ERIC Document # 303673.

An edited work with chapters about trends and issues in vocational students with special needs, including Black American students, students with disabilities, LEP students, incarcerated, nontraditional students, and single

parents and homemakers. (216 pages)

Cichon, D.; Grover, J.; & Thomas, R. (1990). ***Industry-based Bilingual Vocational Training: A Review of the Literature.*** **Washington, D.C: U.S. Department of Education. (ED 317772)**

This report focuses on ways to help business and industry better train LEP employees. It includes discussions of workplace literacy in general job-related language needs of LEP employees, cross-cultural communication in the workplace, training program models for LEP adults, public sector and private sector partnerships, and economic benefits to industry of workers' competence in basic and technical skills. It concludes with a summary and discussion of implications for research and references. (98 pages)

Colorado Community College and Occupational Education System. (1991). ***Colorado Vocational Education Annual Performance Report: Program Year 91.*** **Washington, D.C: U.S. Department of Education, Office of Vocational and Adult Education.**

Annual performance report by the state of Colorado. Includes a section on how LEP students are being served in secondary and postsecondary vocational programs.

Comprehensive Adult Student Assessment System (CASAS). (1990). ***Amnesty Education Report: IRCA Pre-Enrollment Appraisal Results.*** **San Diego: Author.**

This report describes a statewide management and reporting system designed to track demographic and educational characteristics of amnesty applicants in California. It includes an introduction, a description of pre-enrollment characteristics, demographic characteristics, an educational profile, findings, and summary and implications. It concludes with an annotated bibliography, selected bibliography, and appendices. (67 pages)

Cooney, Margaret, (1986). ***Educational and Job Training Needs of Hispanic Students.*** **ERIC ED 280 903.**

Explores perceptions of counselors regarding educational and vocational needs of Hispanic students who have problems in high school. Cites most frequent causes for problems students face. (13 pages)

Crandall, J. (1985). Directions in ***Vocational Education for Limited English Proficient Students and Adults*** **(Occasional Paper No. 109). Columbus, OH: Center on Education and Training for Employment.**

This report discusses the emergence of competency-based, functional language learning approaches; the combining of ESL and content instruction; the difference between communicative and cognitive language skills; and the development of a theory of language acquisition that maximizes comprehensible input. Other issues related to ESL and vocational education for LEP vocational students as well as needs for future research are included. (36 pages)

Edgewood Independent School District, Intercultural Development Research Association. (1986). *Bilingual Vocational Education Needs Assessment Project*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education (ED 281 033).

A summary of a study to determine whether a vocational education program is needed for the limited English proficient (LEP) population of Texas. The study (and this summary) also examines, and makes recommendations, on the training areas needed, support services necessary, and future course of action most appropriate. Also included is an examination of the numbers of LEP students currently in vocational training programs. (97 pages)

Employment and Training Administration, Office of Strategic Planning and Policy Development, U.S. Department of Labor. (1986). *The Use of Native Languages in JTPA Title II-A Programs: Special Report for the Assistant Secretary.*

This report examines JTPA programs to detemine the number of LEP participants and the nature of services to them. It found few LEP participants and little use of languages other than English.

Employment and Training Administration, Office of Strategic Planning and Policy Development, Division of Performance Management and Evaluation, U.S. Department of Labor. (1986). *Compendium of JTPA and Related Evaluation Studies.* Washington, D.C: Author.

This paper summarizes the findings of currently available studies of the JTPA and other related reports and data. The report is organized under the following categories: state role, roles of the private industry councils and local elected officials, Title II-A program (including characteristics of participants), Title III program (including characteristics of participants), Wagner-Peyser Amendments, federal role, YEDPA, summer youth programs, job corps, and occupational outlook. (135 pages)

ERIC Clearinghouse on Languages and Linguistics. (1988). *Vocational English as a Second Language* (Computer Search Reprint No. 918). Washington,

DC: Center for Applied Linguistics.

This computer search contains over 100 citations of journal articles, commercially published materials, doctoral dissertations, and ERIC documents related to vocational ESL. (45 pages)

ERIC Clearinghouse on Adult, Career, and Vocational Education. *Bilingual Vocational Education for Immigrants* (ERIC Digest No. 49). Columbus, OH: Center on Education and Training for Employment.

This brief digest summarizes the manual by the same name (see books and manuals) and contains a list of references. (one page)

Espenshade, T.; Bean, F.; Goodis, T.; & White, M. (1988). *Immigration Policy in the United States: Future Prospects for the Immigration Reform and Control Act of 1986.* Washington, D.C: Population Studies Center, the Urban Institute.

This report presents a comprehensive chronology of U.S. immigration policy from the late 1880's through the late 1980's, with a focus on the 1986 Immigration Reform and control Act (IRCA) of 1986. Included in the discussions of the IRCA are public reactions to immigration and the major components of the Act, including employer sanctions, amnesty, provisions for temporary foreign and agricultural workers, and the enhancement of INS capabilities. (36 pages)

Evaluation and Training Institute. (1991). *Catalog of Exemplary Vocational Education Programs for California Community Colleges' Special Student Populations.* Los Angles, CA: Author.

A directory of exemplary vocational programs in he state of California that serve students with special needs. Includes descriptions of eight programs that target LEP students, including bilingual vocational, refugee, post-amnesty, and bilingual career counseling programs. The directory includes program descriptions, locations, measures of effectiveness, and contact persons.

***Evander Childs High School Computer Literacy and Word Processing Skills for Bilingual Students 1984-1985.* (1986). ERIC Document #ED 269 548.**

Describes a high school bilingual program for computer literacy and word processing in the Bronx. Includes a discussion of supportive services such as academic and career counseling, tutoring, job referrals, and family involvement. (51 pages)

Evander Childs High School Cooperative Work-Study Program for Bilingual Students 1983-1984: O.E.A. Evaluation

Report. (1986). ERIC Document #ED 268 208.

Discusses the use of career exploration programs and supportive services for bilingual students in this work-study project. Goals included increasing students' awareness of career opportunities while encouraging awareness of their native culture. (56 pages)

Fleischman, H. & Willette, J. (1988). *An Analysis of Vocational Training Needs and Services for Limited English Proficient Adults.* (Report to the National Assessment of Vocational Education) Washington, D.C: U.S. Department of Education. (ED 315521)

This report summarizes three other reports/studies by the same authors and makes recommendations for future federal policy concurring vocational education services for LEP adults. The three studies summarized focus on estimates and projections of the adult LEP population in need of employment training, models of vocational training for LEP adults, and state and local policies and services for LEP adults. (36 pages)

Fleischman, H., Willette, J., Hanberry, G., & Hopstock, P. (1988). *Case Studies of Vocational Education Services and Policies for Limited English Proficient Adults.* (Report to the National Assessment of Vocational Education [NAVE]). Washington, D.C: U.S. Department of Education. (ED 315521)

Presents the results of cases studies conducted in six states (Arizona, California, Florida, Illinois, New York, and Texas) to explore the nature of programs and policies related to vocational training and other employment related services for LEP adults. The document provides highlights of the findings for all six states and then presents findings for each of the six case studies. The main areas of focus include state policies, vocational and other employment-related services, needs and gaps in services, and barriers to extending training. (approximately 235 pages)

Forbes, S. (1985). *Adaptation and Integration of Recent Refugees to the United States.* Washington, DC: Refugee Policy Group (ED 273688)

Presents extensive demographic information about recent refugees to the U.S., including patterns of employment, factors influencing employment, public assistance utilization, income, English language proficiency, ethnic community development, patterns of residency and the impact of refugees on housing; state, local, and federal costs; tax contributions by refugees; and labor market impact. The report concludes with a discussion of policy implications, conclusions, and a bibliography. (43 pages)

Friedenberg, J. & Quan, K. (1991). *Final Evaluation of the Bilingual Vocational Training Program for Office Careers at Chinatown Manpower Project, Inc.* New York, NY: Chinatown Manpower Project, Inc.

This program evaluation describes the procedures and results for the external evaluation of the BVT program in automated office careers at CMP, Inc. in New York City. This BVT program provides 22 weeks of bilingual instruction and vocational ESL instruction in the areas of automated bookkeeping and data entry for native speakers of Chinese.

Friedenberg, J. & Lewis, M. (1989, 1990, 1991). *Formative Evaluation of the Bilingual Vocational Instructional Program in Dade County, Florida.* Columbus, OH: The Center on Education and Training for Employment.

Provides background information, a chronology, and evaluation results for each of the three years of Dade County's federally funded Bilingual Vocational Instructional Program (BVIP). The program was designed as a dropout prevention effort for at-risk secondary Haitian and Spanish-speaking LEP students in South Florida. (35 pages)

Friedenberg, J. & Ciccone, J. (1989). *Modifying Preservice Vocational Teacher Education Curricula: Preparing Teachers to Serve Limited English Proficient Students*. Columbus, OH: The Center on Education and Training for Employment.

Guide for adapting vocational teacher education certification courses by infusing content about serving LEP students. Includes suggestions for infusing foundations, curriculum development, materials, assessment and special needs coursework.

Friedenberg, J. (1988). *Project Learning to Improve Productivity (TIP) Final Report.* Miami, FL: Lindsy Hopkins Technical Education Center. ERIC Document # ED 335970.

Presents a description and the evaluation results of a federally funded workplace literacy program in South Florida designed to improve the oral/aural and written English skills of Spanish-speaking and Haitian Creole-speaking hospital workers. (31 pages)

Friedenberg, J. & Pankratz, D. (1988). Project BEST Final Report. Des Plaines, IL: Oakton Community College. ERIC document # 284625.

Presents a description and the evaluation results of a federally funded bilingual vocational training (BVT) project designed to train Spanish-speaking and Polish speaking adults in the Chicago area in the fields of HVAC (heating, ventilation, and air conditioning)

assistant and building maintenance. (23 pages)

Friedenberg, J. (1987). The *Condition of Vocational Education for Limited English Proficient Persons in Selected Areas of the United States.* Columbus, OH: Center on Education and Training for Employment.

Presents the problem, objectives, methodology, results, and conclusions of a case study of seven communities in the U.S. The study examined secondary vocational, adult vocational, and workplace training programs to ascertain the extent to which the seven components of the Bilingual Vocational Training (BVT) Model (recruitment, assessment, adapted vocational instruction, vocational ESL, counseling, placement, and coordination) are being implemented in mainstream programs, without the benefit of special funding.

Griggs, M.; Copeland, E.; & Fisher, T. (1992). *Factors that Influence the Academic and Vocational Development of African American and Latino Youth.* Berkeley, CA: National Center for Research in Vocational Education.

Presents the problem, methodology, and findings of a study of thirty-six African-American and Latino university students that sought to ascertain what factors contributed to the students' academic and vocational development and what implications there are for helping other minority group students with their academic and vocational development. It is important to note that the use of vocational development for university students is unusual. Also, since the parents of many of the subjects for this study were also college educated, it might be difficult to draw conclusions about other minority group members who have vocational as opposed to baccalaureate-level aspirations. (20 pages)

Grover Cleveland High School Project CAUSA 1983-1984: O.E.A. Evaluation Report. **(1986). ERIC ED 266 226.**

Describes this vocational project which provided English as a second language (ESL) instruction, content-area classes, career-training, and aid in acculturation to limited English-proficient (LEP) students from Italy and Spanish-speaking countries. Includes recommendations for cultural awareness and parental involvement. (70 pages)

Guidance and Counseling: Ensuring the Rights of Students. **(1985). ERIC ED 270 685.**

Discusses the problem minority students have of letting barriers block their belief that they have an inherent right to make career decisions and to manage their own lives. Counselors are encouraged to help the students deal with these barriers. The barriers are listed and activities useful for addressing them are provided. (7 pages)

Hanberry, G. & Fleischman, H. *Determining the Costs and Benefits of Bilingual Vocational Training Programs: A Handbook for Local Practitioners and Evaluators.* Arlington, VA: Development Associates, Inc.

This handbook provides a method for determining the costs and benefits of local bilingual vocational training programs, as well as guidelines for identifying and documenting program resources, costs, and benefits. Includes worksheets for conducting cost benefit analyses and suggestions for providing cost-benefit analyses to others.

Harris, William M. (1987). *Improving Vocational Guidance and Counseling Through Career Awareness, Orientation and Exploration.* ERIC ED 288 102.

This program evaluation describes a three-week program for minority students (African, Asian) in which students learned about various careers and had contact with minority role models in their field of interest.

Herring, Roger D. (1990). *Senior High Career Counseling and Guidance Strategies: Are They Very Effective?* ERIC ED 334 498.

Discusses a study in which White English-speaking and minority high school seniors completed a survey on occupational myths, created to assess career awareness. Study found that many students do not possess enough information to make good decisions on career choices. Study also focuses on differences in the guidance of minority compared to White English-speaking students.

Job Training Partnership Act (Public Law 97-300). (1982). Washington, D.C: U.S. Government Printing Office.

Legislation administered by the U.S. Department of Labor to provide youth and unskilled adults who are economically disadvantaged with job training to enable them to enter the workforce in the private sector. (38 pages)

Lafrenz, Lu Ann. (1991). *Performance analysis: Hospitality Industry Employers' Perceptions of their Limited English Proficient Employees.* Unpublished doctoral dissertation, the Ohio State University, Columbus, OH.

This study examined the perceptions of employers in the hospitality industry towards LEP employees. Specifically, it examined the employment process, perceived strengths and weaknesses of LEP employees, available training, perceived effectiveness of LEP employees' communication skills, and the major future challenges faced by the hospitality industry and role that LEP employees play. (115 pages)

Lara, J. & Hoffman, E. (1990). ***School Success for Limited English Proficient Students: The Challenge and State Response.*** **Washington, D.C: Council of Chief State School Officers.**

This report presents the findings of a survey of state education agencies representing bilingual education, vocational education, migrant education, and other units. It includes background information on programs for LEP students, related demographics, model programs in four states and ten recommendations for SEA leaders. (56 pages)

Lopez-Valadez, J. (1989). ***Training Limited English Proficient Students for the Workplace: Trends in Vocational Education*** **(New Focus, Occasional Paper Series No. 11). Washington, D.C: The National Clearinghouse for Bilingual Education (NCBE).**

Examines trends in vocational education for LEP students, including bilingual vocational education and vocational ESL. Discusses the need for more access by LEP students.

Lopez-Valadez, J. (1988). ***Vocational Education Act: LEP Position Paper.*** **San Francisco: National Coalition for Vocational Education for Limited English Speakers.**

This paper presents a review of demographic information related to participation by LEP persons in vocational education and provides policy recommendations concerning federal support, staff development, and research. (15 pages)

Martella, J. (1989). ***A Concern about Educating Limited English Proficient Students: A CCSSO Survey of State Education Agency Activities*** **(CONCERNS 26). Washington, DC: Council of Chief State School Officers.**

This report is based on a written survey of directors of state categorical program units (i.e. bilingual education, vocational education, special education, migrant education, etc.) and presents findings relevant to policymakers. (16 pages)

Mason, S. (1986). ***Training Southeast Asian Women for Employment: Public Policies and Community Programs, 1975-1985.*** **(Southeast Asian Refugee Studies Occasional Papers Number Four). Minneapolis, MN: University of Minnesota. (ED 285959)**

Presents the results of a study concerned with the impact of federal resettlement policy on refugee employment training programs, particularly those serving refugee women. Part one includes descriptions of background information, related studies, the conceptual framework, principal findings, method used, and a definition of terms. Part two provides a chronology of federal policy concerning refugees from 1975 to 1985 and the impact of those policies on refugees. Part three describes women's employment training programs. (approximately 135 pages)

Michigan State Board of Education. (1985). *Michigan's Model for Delivering Vocational Education to Secondary Limited English Proficient and Minority Language Students. Volume I: The Model.* Lansing: Author.

A model for Vocational Education for secondary limited English proficient (LEP) and minority language students. The model is based on the experiences of vocational and bilingual educators and the Office for Civil Rights Guidelines for Vocational Education. This model is designed to be a guide for Michigan's Local Education Agencies (LEAs). Discussed in the report are awareness, linkage, identification and assessment, methods and strategies, and in-service and professional development. There are also lists of available technical assistance. (110 pages)

Michigan State Board of Education. (1985). *Michigan's Model for Delivering Vocational Education to Secondary Limited English Proficient and Minority Language students. Volume II: Strategies and Techniques for Teaching Limited English Proficient Students in Vocational Education Classes.* Lansing: Author.

This report describes teaching methods which will be successful with limited English proficient (LEP) students in vocational classrooms. Provided are strategies to help students with vocabulary, listening skills, speaking skills, reading skills and writing skills. Also addressed are integrated language skills, technical language skills, test adaptation, and text selection and adaptation. Additionally, a discussion of second language learning is also included. A *Prescriptive Category Index* helps readers quickly find techniques most appropriate for their situations.

National Commission for Employment Policy. (1990). *Training Hispanics: Implications for the JTPA System (Report No. 27).* Washington, DC.: Author.

Why Latinos have been underserved by JTPA training programs and how to improve JTPA's ability to train the federal act's target population. This report discusses the implications of JTPA success and makes recommendations to achieve success. (89 pages)

National Commission on Employment Policy. (1988). *U.S.*

Employment in an International Economy. Washington, DC: Author.

Report and policy statement, submitted to the president and congress, related to U.S. employment in an international environment. It begins with an executive summary and contains five chapters, appendices, and references. Chapter three, on immigration, focuses on the participation of documented and undocumented immigrants and refugees in local labor markets. (62 pages)

National Commission for Employment Policy. (1987). *The Job Training Partnership* Act. Washington, DC: Author.

This report examines the implementation of the JTPA for the first three years. An NCEP policy statement and conclusions and recommendations, along with a statistical appendix containing national and state data on JTPA funding, program participation, and performance standards are included. (235 pages)

National Puerto Rican Coalition et al. vs. Lamar Alexander (Complaint). (1992). Washington, DC: United States District Court.

The script of a class action lawsuit filed against Lamar Alexander in his official capacity as U.S. Secretary of Education by the National Puerto Rican Coalition, Learning Disabilities Association, National Coalition of Title I/Chapter 1 Parents, The Center for Law and Education, the Council for Exceptional Children's Division of Career Development, the National Association for Bilingual Education, Vocational Evaluation and Work Adjustment Association, North Carolina Real Enterprises, Correctional Education Association, the National Association of Vocational Assessment in Education. The plaintiffs brought this action against the Secretary to challenge the final regulations issued by the U.S. Department of Education which fail to implement the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 in a manner consistent with the wording of the Act. It is believed that members of special population groups, including LEP students, will be adversely affected by the Department's regulations. (17 pages)

North Carolina State Department of Community Colleges. (1988) . (1989). *North Carolina Vocational Education Performance Report, Program Year 1987-1988.*/88-89. Raleigh, NC: Author.

These annual performance reports summarize the services and activities provided for youth and adults in secondary and postsecondary vocational education in North Carolina. The reports include descriptions of services and programs especially for LEP students. (60 pages)

Paral, R. (1989). ***Legalization's Second Step: The Availability of English/Civics Classes in the Chicago, Houston, Miami, and New York City Metropolitan Areas.*** **Washington, D.C: National Association of Latino Elected Officials.**

This report focuses on the availability of English and civics classes, as required by the IRCA, in four major metropolitan areas with large numbers of amnesty applicants. It includes an executive summary, the availability of English and civics courses in the four metropolitan areas, implementation of options for complying with the English/civics requirement, methodology of the amnesty course survey, policy recommendations, and appendices. (37 pages)

Partee, G. (1988, August). ***Strategies for Increasing the Achievement and Attainment of at-risk Hispanic Females through Vocational Education.*** **Washington, DC: Resource Center on Educational Equity, Council of Chief State School Officers.**

This report contains information and recommendations designed to help policymakers create effective vocational education programs for at-risk Hispanic female students. Information for the report was obtained through a survey of state vocational education directors and vocational sex equity coordinators in twenty-seven states and the District of Columbia. Several model programs and program components in middle and secondary schools are presented. (25 pages)

Platt, E. (1992). ***Collaboration for Instruction of LEP Students in Vocational Education.*** **Berkeley, CA: National Center for Research in Vocational Education.**

Presents the problem, methodology, results, and recommendations of a study that examined how well LEP students are being served in mainstream vocational education programs in various areas of the U.S. The main objectives were to examine collaboration between vocational and ESL teachers on behalf of LEP students and the impact of the collaboration on instruction. (114 pages)

Project BABS: Bilingual Academic and Business Skills 1983-1984: O.E.A. Evaluation Report. **(1986). ERIC ED 269 522.**

Describes the career exploration and counseling, summer internships, and computerized reading program components included in this centrally-located project aimed at limited English-proficient high school students. (31 pages)

Ramsey, K & Robyn, A. (1992). ***Preparing Adult Immigrants for Work: The Educational Response in Two Communities.*** **Berkeley, CA: National Center for**

Research in Vocational Education.

This report documents a two-year case study of adult immigrant students' ESL and vocational education needs and the response of postsecondary education providers in Florida and California to those needs.

Raughton, Jim L. (1989). ***The Partners Program.*** **ERIC Document # ED 307 945.**

The Colorado Community College and Occupational Educational System developed the Partners Program to encourage minority students to remain in school. The program offers mentoring and counseling to high school students and supports minority students who want to begin postsecondary education at a Denver community college. Among other services are curriculum and career counseling.

Rezabek, D. (1987). ***Learning to Labor in a New Culture : Work Practice Transformation among Language Minority Adults.*** **Unpublished doctoral dissertation, Stanford University.**

This ethnographic and life history case study describes the experiences of Vietnamese and Laotian refugees during their nine month tenure in a California adult school, where they participated in a refugee targeted assistance employment training program that emphasized job placement over education. (247 pages)

Sandell, S. (1988). ***Who is Served in JTPA Programs: Patterns of Participation and Intergroup Equity.*** **Washington, D.C: National Commission for Employment Policy.**

This study analyzes patterns of participation in JTPA programs and the extent to which various subgroups targeted by the Act are participating. It includes an executive summary, introduction, a conceptual framework: the role of eligibility, targeting the labor force status in patterns of program participation, overall patterns of JTPA participation, subgroup participation patterns in JTPA, and conclusions. Although minorities, including Hispanics, are well treated in this document, LEP persons are not. The report states that language problems preclude participation in many JTPA programs. (75 pages)

Saumweber, J. (1991) ***ESL Workplace Literacy Curriculum for a JTPA/Family English Literacy Demonstration Project.*** **Lao Family Community of Minnesota, Inc.**

A report describing a project for refugees in Minnesota that is the results of a unique collaboration of sponsors (i.e. JTPA and FEL), as well as agencies (i.e. Lao Family Community [a community-based organization], the City of St. Paul, and the Adult Basic Education

Division of the St. Paul Public Schools. Refugees in this program were trained in ESL and for entry-level jobs. The report contains a program overview, a description of the curriculum development process, a description of the curriculum content and instructional sequence, actual instructional units, evaluation materials, and an appendix with resource materials. (70 pages)

Schinke-Llano, L. (1990). *Project Workplace Literacy Partners in Chicago: final Project Evaluation.* Petersburg, IL: Author.

Final evaluation report of a workplace literacy project in Chicago that focused on increasing the language skills of LEP employees in the manufacturing trades. The project was a collaborative effort among an educational agency, a community-based organization, and three companies. The report includes a project overview, a description of the evaluation methodology, characteristics of an effective workplace literacy program, project objectives, project goals, and conclusions.

Sticht, T.G. *(1990). Testing and Assessment in Adult Basic Education and English as a Second Language Programs.* Washington, D.C.: U.S. Department of Education, Division of Adult Education and Literacy.

A result of the *Adult Education Act, Amendments of 1988,* this report helps readers implement standardized tests in the evaluation of adult basic education (ABE) and English as a second language (ESL) programs. The federal laws and regulations are explained, and a general discussion and specific information about standardized tests is included. (44 pages)

Thomas, R. & Rhodes, P. (1990). *Industry-Based Bilingual Vocational Training: A Directory of Industry-Based Training Programs for LEP Adults.* Washington, D.C: U.S. Department of Education. (ED 319922)

This directory contains names of private companies that provide some kind of special services for LEP employees.

Vela, Noelia. (1989). *A Delphi Study of California Community College Counselors' Responsibilities and Competencies for the 1990's as Perceived by Chief Student Services.* Unpublished doctoral dissertation, University of San Diego, San Diego, CA.

The purpose of this study was to identify the responsibilities and competencies of community college counselors in light of demographic changes and legislative reform mandates. Includes discussions of LEP students, cultural and language diversity, and implied staff development needs.

Willette, J., Haub, C. & Tordella, S. (1988). ***Estimates and Projections of the Limited English Proficient Adult Population in Need of Employment Training.*** **(Report to the National Assessment of Vocational Education). Washington, DC: U.S. Department of Education. (ED 315532)**

This report focuses on demographic information related to LEP adults. It begins with information about immigration trends and economic assimilation and has chapters on the characteristics of the LEP adult population in need of employment training, projections of the LEP adult population to the year 2000, and projections of the LEP adult population in need of employment training to the year 2000. (100 pages)

Woodruff, B. (1991). ***The Nature and Scope of Vocational Education Programs and Services Provided to Hispanics in Illinois under the Carl D. Perkins Vocational Education Act during Fiscal Years 1986-1989.*** **Unpublished doctoral dissertation, Southern Illinois University, Carbondale, IL.**

This study examined the state of Illinois' efforts to serve the Hispanic population in vocational education during three years. It explored enrollment and expenditure patterns, population growth and enrollment patterns, and expenditures for Hispanics who were LEP. (237 pages)

Wrigley, H. (1989). ***One Hundred Questions: The ongoing Debate over Language Issues in the 1986 Immigration Act, Part 2.*** **Long Beach, CA: Immigration Reform Language Issues Network, a Tomas Rivera Center Working Paper.**

A working paper that challenges several of the provisions of the IRCA, including the English and civics requirements, mandatory schooling, testing procedures, on how to handle non-literate amnesty applicants, and what to do about those who are ineligible.

Young, F. (1988). ***Problems Encountered by Limited English Speaking Adults in Seeking and Gaining Employment and Advancing in the Workplace.*** **Unpublished masters thesis, California State University, Long Beach, CA.**

The purpose of this study was to examine the experiences of LEP adults, including Khmer, Hispanics, and Vietnamese in seeking employment, job performance, and job advancement in Orange county, California. Eighty-two LEP adults were surveyed. (105 pages)

IV. ARTICLES AND CHAPTERS

Arbona, C. (1990). Career Counseling Research and Hispanics: A Review of the Literature. *Counseling Psychologist,* vol. 18.2, 300-23.

Reviews literature on career counseling with Hispanics from 1970 to the present. Points to socioeconomic status and lack of opportunities as reasons for lack of educational mobility.

Bradley, C. & Friedenberg, J. Instructional Strategies for English-Speaking Trade and Industrial Education Instructors of Limited English Proficient Students. (1985). *Journal of Industrial Teacher Education,* 22, (2) 52-58.

Presents the results of a survey of trade and industrial education teachers of strategies they have found to be the most effective when teaching LEP students.

Bradley, C. & Friedenberg, J. (1984). Teacher Impact on LEP Students in Vocational Education. *Bilingual Journal,* Summer 1984.

This article discusses an adaptation of Flanders' Interaction Analysis System (FIAS) to vocational classrooms and to bilingual vocational settings.

Friedenberg, J. & Izzo, M. (1993). Dropout Prevention for Limited English Proficient Youth with Disabilities. *Journal of Industrial Teacher Education*, 30 (2).

Presents background information on the problems and needs of at-risk students with disabilities and at-risk LEP students, a description of best-accepted practice in serving each of these special population groups, respectively, and concludes with a proposed intervention model that blends best-accepted practice in bilingual vocational education and vocational special education.

Friedenberg, J. (1992). Serving Language Minority Students in Business Education. In Richard-Amato, P. & Snow, M. (Ed.), *The Multicultural Classroom.* White Plains, NY: Longman Publishing Group.

This chapter discusses reasons why LEP students are often excluded from business education classes and

describes strategies of business education programs that have served LEP student successfully. (5 pages)

Friedenberg, J. (1989). Limited-English Students: A Model for Dropout Prevention. Community Education Journal, XVI (4): 23.

Provides background information on the problems and needs of at-risk LEP high school students and presents a model program based on an adaptation of the BVT (Bilingual Vocational Training) Model.

Friedenberg, J. Serving LEP Students in Business Education. *Journal of Education for Business*, March 1988.

Provides background information on the problems and needs of LEP business students; the BVT (Bilingual Vocational Training) Model; and descriptions of BVT programs throughout the U.S. that focus on business education.

Friedenberg, J. & Lopez-Valadez, J. (1987). LEP Students: A Growing special Population, *Vocational Education Journal.* March 1987.

Describes the problems and needs of LEP students, the components of the "BVT Model" and the results of a nationwide study of LEP students in vocational education.

Garcia, P. & Hurtado, A. (1985). Joblessness among Hispanic Youth: 1973-1981. *Aztlan,* 15, (2), 243-261.

This article provides an overview of joblessness among Hispanic teenagers via demographic data, compares this to joblessness among other groups, and examines patterns of unemployment in terms of economic conditions and labor force participation.

Gordon, R. & Friedenberg, J. Asian-Americans Developing Marketable Skills. *Vocational Education Journal*, January 1988.

Presents demographic and other background information about Asian-American students in the United States and examples and cases of how bilingual vocational education programs can provide them with new opportunities.

Holmes, M. & Collins, A. Retaining Potential Dropouts. *Vocational Education Journal,* January 1988.

Describes a dropout prevention effort in the Philadelphia area that has special services for LEP students that include vocational classes with bilingual aides and ESOL.

Hoyt, Kenneth B. (1989). The Career Status of Women and Minority Persons: A 20-year retrospective. *Career*

Development Quarterly, volume 37.3, 202-212.

Discusses a 20 year old commitment made by the National Career Development Association to extend equity in career development planning and services to women and minorities. Discusses the extent to which this commitment has been implemented, the effect on labor force participation of sex stereotyping and racism, and priorities for bringing equity of opportunity in career development to all.

Hudelson, S. & Bradley, C. (1987). VESL: A Collaborative Approach to Literacy and Vocational Skills. In *Promoting Adult Learning* (BEO 16774) (pp.54-66). Miami, FL: English Literacy Network Program, Florida International University.

Provides a rationale for vocational ESL that focuses on its being immediately useful and meaningful to LEP vocational students. It also highlights effective ways for coordinating vocational and ESL instruction. It concludes with a list of references.

Kruse, Larry F. (1988). Refugee Services: Lives in Transition. *Community Services Catalyst,* volume 18.3, 27-28.

Describes Seward County Community College's Refugee Services Program, designated to meet the language instruction and job training needs of a large new community of Southeast Asian refugees; to provide community service agencies with translators and interpreters; and to increase cross cultural understanding among the White population.

Kutsick, Koressa, and Jackson. (1988). Enhancing Self-efficacy in Minority Youth: A Group Technique. *Psychology in the Schools,* vol. 25.2, 183-186.

Presents a 2-phase group process that can be utilized to develop self-efficacy in minority youth. The process involves helping minority students to develop realistic educational and pre-career goals through group supported analysis of individual strengths, weaknesses and resources.

Leong, Frederick T.L. (1985). Career Development of Asian Americans. *Journal of College Student Personnel,* volume 26.6, 539-546.

Reviews the empirical and theoretical literature on the career development of Asian Americans.

Posey, Virginia, and Kathryn Hollenbeck. (1990). Serving Language Minority and Multi-Cultural Special Populations in Rural Areas: A Special Challenge. *Journal for Vocational Special Needs Education,* vol. 12.2, 23-37.

Stresses the importance of career guidance and counseling to language minority students.

Ríos, F. (1992). Review of Affirming Diversity: The Sociopolitical Context of Multicultural Education. ***Journal of Industrial Teacher Education*****, vol. 30, (1).**

This book review discusses the strengths of this book (by S. Nieto) and laments the failure of the field of multicultural education to include examples and descriptions of strategies that might be used by vocational/technical educators.

Romero, F. (1988). Improving English Language Training in JTPA, ***Labor Notes*** **(National Governors' Association), No. 32.**

This article discusses the need for JTPA programs to target LEP trainees and to provide them with appropriate services, such as bilingual and ESL instruction. The article also compares the JTPA with CETA and points out that CETA did a better job of targeting and serving LEP persons.

Subich, Linda Mezydlo. (1989). A Challenge to Grow: Reaction to Hoyt's Article. ***Career Development Quarterly,*** **vol. 37.3, 213-217.**

Discusses Hoyt's article on the career development status of women and minorities and concludes that helping individuals overcome internal barriers to the quality of life they desire will have more influence than social initiatives.

V. AUDIO-VISUAL AIDS

Bradley, C.H., & Friedenberg, J.E. (1989). *Vocational Training for LEPs: Ten Tips for Teachers* [Filmstrip/Cassette]. Bloomington, IL: Meridian Education Corporation.

This filmstrip/cassette is designed for inservice and teacher education programs. How to adapt materials for LEP students, and specific methods which will make a presentation comprehensible to LEP students are offered.

California CBE Staff Development Project. (1986). *VESL Approaches*. Los Angeles: San Francisco State University.

A series of four videotapes addressing the teaching of Vocational English as a Second Language (VESL) in a variety of environments. The tapes explore the teaching of VESL within an English as a Second Language (ESL) program, at a worksite, and with a separate VESL class that is linked to a vocational class.

Friedenberg, J. (1991). *A Model Program for Serving LEP Students*. Columbus, OH: Center on Education and Training for Employment.

This forty-five minute videotape and accompanying facilitator's guide combine to make a training program for vocational, bilingual, and ESL educators who serve LEP vocational students. This program is appropriate for both inservice and preservice training. The videotape features an introduction that contains demographic information and seven training segments on recruitment, assessment, adapted vocational instruction, vocational ESL instruction, counseling, placement, and coordination. Includes a facilitator's guide that contains background information, discussion questions with answers trainees assignment sheets with answers, and training recommendations. (1 video and a 54-page facilitator's guide)

VI. SELECTED OTHER RESOURCES

Professional Associations:

American Vocational Association (AVA)

1410 King Street
Alexandria, VA 22314
(800) 826-9972
(703) 683-3111

National Association of Vocational Education Special Needs Personnel (NAVESNP)

c/o Sandy Schmitz
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3896

National Association of Industrial and Technical Teacher Educators (NAITTE)

c/o John Schell
Department of Vocational Education
The University of Georgia
628 Aderhold Hall
Athens, GA 30602
(706) 542-4206

Journals:

Journal of Industrial Teacher Education (JITE)

Journal of the NAITTE; published quarterly; focuses on vocational teacher education.

Vocational Education

Journal of the AVA; published monthly.

The Journal for Vocational Special Needs Education

Journal of the NAVESNP; published quarterly.

Research and Development and Government Agencies:

Bilingual Vocational Education Program, U.S. Department of Education, Office of Vocational and Adult Education (OVAE)
Switzer Building, Rm. 4512
400 Maryland Avenue, SW
Washington, DC 20202-7242
(202) 732-2365

National Center for Research in Vocational Education
Technical Assistance for Special Populations Program (TASPP)
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704

Vocational Education Resource System (VERS), California Institute on Human Services
Sonoma state University Rohnert Park, CA 94928
(707) 664-2416

Materials Centers, Publishers, and Distributors:

American Association of Vocational Instructional Materials (AAVIMS)

120 Droftmier Engineering Center
The University of Georgia
Athens, GA 30602
(404) 542-2586

Center on Education and Training for Employment (CETE)

1900 Kenny Road
Columbus, OH 43210
(800) 848-4815

Curriculum Publications Clearinghouse (CPC)

Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(800) 322-3905
(309) 298-2869

Delta Systems Publishers

1400 Miller Parkway
McHenry, IL 60050-7030
(800) 323-8270
(815) 363-3582